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A Four-Year College For Hearts and Minds as Large as the Mountains

BREVARD COLLEGE

CATALOG 2001–2002

THE BREVARD COLLEGE CATALOG

2001–2002

This catalog is designed to assist prospective students, parents, and high school counselors, as well as the faculty, staff, alumni, and friends of the College. It portrays the College in all its complexity—its essential purpose and its history, its individual faculty members and the classes they teach, its leadership opportunities and recreational programs, its campus facilities and its surrounding communities, its traditions and regulations, and the financial aid and work programs that make it possible for students from every economic background to enjoy the benefits of a Brevard College education.

OFFICIAL ACCREDITATION

Brevard College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404.679.4500) to award degrees at the baccalaureate and associate levels.

EQUAL OPPORTUNITY POLICY

Brevard College does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, national origin, age disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in college programs and in use of facilities without such discrimination. The College also complies with all applicable federal and North Carolina statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact.

NOTICE: INFORMATION IS SUBJECT TO REVISION

Information in this catalog is current through May 2002. Brevard College reserves the right to change programs of study, academic requirements, fees, and College policies at any time, in accordance with established procedures, without prior notice. An effort will be made to notify persons who may be affected. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. This catalog has attempted to present information regarding admissions requirements, courses and degree requirements, tuition, fees, and the general rules and regulations of the College for the years stated as accurately as possible. This does not, however, preclude the possibility of changes taking place during the academic years covered. If such changes occur, they will be publicized through normal channels and will be included in the catalog of the following printing.

THE BREVARD COLLEGE CATALOG is published by the Office of Media & Publications at Brevard College, 400 North Broad Street, Brevard, NC 28712.

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The background of the cover is a black and white photograph. It depicts a campus scene. In the foreground, there's a body of water, possibly a river or a large pond. A bridge with a metal railing spans across the water. In the background, there are several trees, some with bare branches and others with leaves. A building is visible behind the trees. The overall tone is quiet and academic.

BREVARD COLLEGE

CATALOG
2001-2002



CONTENTS

Welcome to Brevard College	1
History, Mission & Philosophy	6
An Invitation.....	9
Special Programs and Opportunities	11
Campus Life	21
Student Services	31
Academic Support.....	35
Honors and Awards	39
The Curriculum.....	43
Degrees, Majors, and Fields of Study	47
Course Descriptions	117
Academic Standards, Procedures, and Policies	195
Admissions	209
Expenses	215
Scholarships, Loans, and Work Opportunities	221
Faculty of the College	235
Administration.....	249
Board of Trustees, Board of Visitors	257, 259
Accreditation and Memberships	260
Academic Calendar	262
Campus Map	266
Key Office Contacts	267
Index	268



WELCOME TO BREVARD COLLEGE

Brevard College offers small classes, personal attention from teachers, and unsurpassed opportunities for personal growth and leadership. These are the traditional marks of liberal arts colleges. They have the mission to provide students with a broad understanding of historical and cultural forces that have shaped our world and to motivate students to continue learning and growing throughout their lives.

What distinguishes Brevard College from other strong liberal arts colleges?

Our mountain environment. The Brevard College experience is indelibly influenced by its natural setting. The mountains, forests, and rivers give us our finest classrooms, the site of our field studies, as well as our fun. Every day, our mountain setting influences our curriculum through the majors in environmental studies, ecology, and wilderness leadership; it expands and lifts our choices of recreation and athletic activities, our spirits, and our sense of community. The Great Smoky Mountains National Park, Pisgah National Forest, the Cradle of Forestry in America National Historic Site, the Shining Rock and Middle Prong Wilderness Areas, the North Carolina Arboretum, several of the nation's premier whitewater rivers, hundreds of waterfalls, the finest climbing rocks in the eastern United States—these compose an immensely diverse ecosystem and an unsurpassed venue for exploration, education, and recreation.

Our commitment to teaching. Our faculty members extend themselves, first and foremost, as teachers devoted to providing a solid higher educational experience. For many years, Brevard College excelled as a selective two-year college, giving students the foundation to be successful at senior colleges and universities. Now, in today's strong four-year college, our finest professors remain dedicated to nurturing our freshmen and sophomores as well as mentoring our juniors and seniors. Though our admissions standards are increasingly selective, we continue to accept some students with less than excellent academic records or weak financial support who demonstrate a high motivation to succeed in college. We have designed our financial aid and work-study programs to provide opportunities for these hard-working students.

Our traditional excellence in the fine arts. Few places provide as broad an array of cultural opportunities as Brevard and nearby Asheville. The fine arts faculty and facilities at Brevard College have long been renowned for their high quality and are complemented by the famed resources of the Brevard Music Center. The College's core curriculum, enhanced by numerous performances and exhibitions throughout the year, engages every student in experiencing and understanding some of the greatest creations of the human spirit.

Our identity as a Christian college. As an institution of the United Methodist Church, Brevard College works to build character and encourage spiritual wholeness in students. These values inform our curriculum, our chaplaincy program, our residential and counseling programs, our wide array of student activities, and the spirit in which we treat one another in the campus community. We have long welcomed students from a variety of religious traditions and from nations around the world.

The people of Brevard College have chosen to pursue their study, their work, and their lives in one of America's loveliest locations. They search for and often find here a certain balance in their lives—between noise and quietness, between work and recreation, between the exhilaration of outdoor activity and the quieter satisfactions that stem from intellectual rigor and self-discipline, between the electronic wizardry of the Internet and MTV and the infinitely greater complexity of the natural environment surrounding us here.

We welcome you to this uniquely beautiful and dynamic community of learning—
for hearts and minds as large as the mountains.



FACTS ABOUT THE COLLEGE

Date Founded	1853. Oldest college or university in the mountains of North Carolina.
Type of College	Four-year private, coeducational, liberal arts college; affiliated with the Western North Carolina Conference of The United Methodist Church.
Calendar	2 semesters—fall, spring.
Campus & Location	120-acre campus within the City of Brevard, North Carolina; close to the Pisgah National Forest, Blue Ridge Parkway, the Great Smoky Mountains National Park, the city of Asheville, the Asheville Regional Airport, and the Greenville-Spartanburg Airport.
Degree Programs Majors (Emphases)	Bachelor of Arts, Associate in Arts, Associate in Science, Associate in Fine Arts. Art (Allied Arts, Art History & Archaeology); Business = Organizational Leadership; Ecology; (Computer Science); English (Art, Creative Writing, Environmental Journalism, History, Literary Studies, Music, Natural Sciences, Pre-law, Theater); Environmental Studies; (Archaeology); Exercise Science (Exercise Gerontology and Allied Medical Fields, Fitness Leadership, Teaching/Coaching); History (Art History and Archaeology, Environmental History, Modern American History, Music History, Southern History, 20th-Century Europe); Integrated Studies (Pre-Law, Psychology and counseling, theater, Pre-medicine); Mathematics (Computer Science); Music (Church Music, Composition, Conducting, Jazz Studies, Music Education, Theory/History, Performance); Organizational Leadership (Computer Information Systems, Management and Organizational Leadership, Small Business); Religion; Wilderness Leadership and Experiential Education.
Preprofessional Studies	Pre-Law, Pre-Dentistry, Pre-Medicine, and Pre-Veterinary.

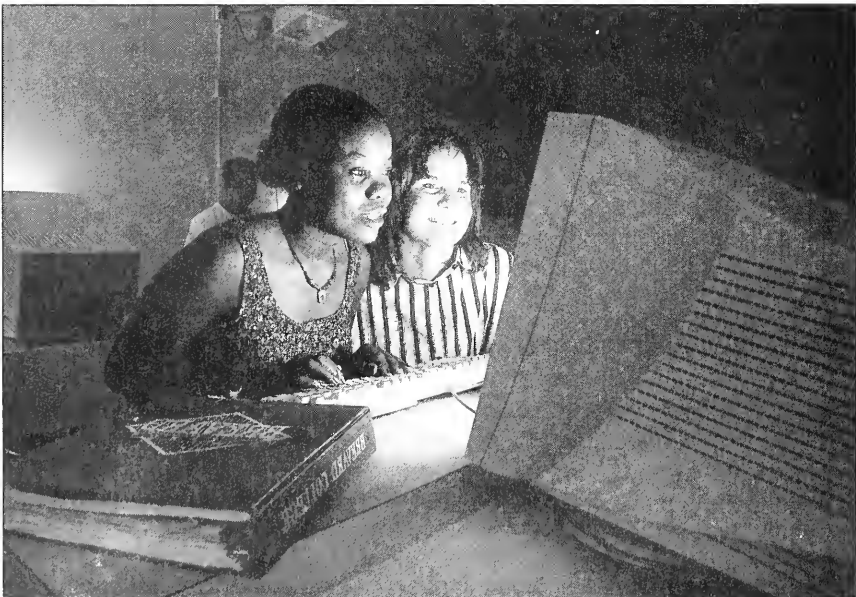
Special Programs, Opportunities	Honors Programs (including special advising and housing opportunities); Study abroad (Ivan Javakhishvili State University of Tbilisi); Center for Service Learning; internships; experiential studies (Pisgah National Forest, Great Smoky Mountains National Park, Cradle of Forestry, regional museums, area orchestras); immersion semesters in interdisciplinary and environmental studies, including the Voice of the Rivers Expeditions; the School for Wilderness Leadership; Institute for Sacred Music; Appalachian Center for Environmental Solutions; Center for Transformational Leadership.
Faculty	62 full time; 41 adjunct.
Student-Faculty Ratio	10:1
Student Body	700 students from 31 states and 22 foreign countries.
Library	<p>50,500 volumes; 300 periodicals; 2,900 microforms; 2,800 audiovisual materials including compact discs, and videos; immediate access to over 342,000 books and over 3,000 periodicals through the Mountain College Library Network; additional links to other libraries, Internet exploration, journals, and newspapers online; and regional, state, and government sites are available through the library's Web page.</p> <p>Internet-accessible databases containing indexes, abstracts, and thousands of full-text resources include: <i>Art Index</i>, <i>Bell & Howell</i>, <i>ProQuest</i>, <i>Britannica Online</i>, <i>EbscoHost</i>, <i>Grove Dictionary of Art Online</i>, <i>International Index to Music Periodicals</i>, <i>Literature Online</i>, <i>The New York Times</i>, <i>Periodicals Contents Index</i>, and <i>SIRS Researcher</i>; the resources of North Carolina Libraries for Virtual Education (NC LIVE) are available on campus and off campus; other affiliations include the North Carolina Independent Colleges and Universities, Southeastern Library Network (SOLINET), and the Online Computer Library Center (OCLC).</p>
Financial Aid	87 percent of students received financial aid (based on need and/or merit).

Residence Halls

13 options, including new apartment-style residential village for selected sophomores, juniors, and seniors.

Information Technology

All academic buildings and residence halls are connected to the campus high-speed fiber-optic network. All residence hall rooms are wired to provide students with access to the campus network and Internet resources. The campus network consists of 12 network servers, 1 HP 9000, student labs (81 PCs), library (7 PCs), faculty and staff (194 PCs). Special Macintosh labs are provided for Art and Music students in the Sims Art Center and Dunham Music Center.



HISTORY, MISSION, & PHILOSOPHY

At the heart of this mission lies a simple covenant:

We expect all members of the College—students, faculty, and staff—to commit their hearts and minds to our community of learning, to pursue truth with humility, to become wise stewards of the earth, and to live responsibly before God and their fellows.

Inspired by its setting among the world's oldest mountains and founded upon the principles of the Christian faith, Brevard College, a four year liberal arts college, educates students in the spirit of compassionate service. Our faculty and staff, our academic and co-curricular programs, our financial resources and support services—all are devoted to providing an educational climate that fosters the development of leadership and collaborative skills, respect for the beauties and rigors of both art and nature, tolerance and personal integrity, intellect and love of knowledge, vigorous activity and spiritual reflection.

At Brevard College, we seek to nurture in our students the intellectual and spiritual resources that will enable them to be lifelong learners who can adapt to the variety of vocational and personal challenges that will come their way in this new century. Our core curriculum builds a strong interdisciplinary base in literature and languages, religion, humanities, mathematics and analytical reasoning, history, natural and social sciences, fine arts, and environmental studies. Recognizing that responsive and responsible learners operate effectively out of multiple intelligences, we employ diverse instructional techniques: lectures and discussion groups, tutorials, library and laboratory research, internships, studio and master classes, performance ensembles, field studies, and intensive “immersion” experiences which capitalize on regional resources including national parks and forests, white-water rivers, and the Southern Appalachian mountains. We also enrich our campus and community through various educational and certification programs for adult learners.

We further provide a variety of opportunities for leadership and service in numerous co-curricular organizations, including an active student government association. We balance our nationally competitive athletic programs with a range of intramural activities and outdoor leadership opportunities. Brevard College's programs in music and art afford talented students exceptional educational and performance opportunities and enliven the arts on campus. Our outreach and academic internship programs directly involve students in real-world problem solving. The College's School for Wilderness Leadership, Center for Service Learning, Appalachian Center for Environmental Solutions,

Institute for Sacred Music, and Center for Transformational Leadership reach out to the professional community and engage students in making a practical difference outside the classroom.

Brevard College prizes its affiliation with the Western North Carolina Conference of the United Methodist Church. In keeping with the Wesleyan tradition, the College embodies the spirit of inclusive faith, freed from narrow secretarianism. Cherishing diversity, Brevard welcomes students from other religious traditions and from nations around the World.

HISTORY: The Brevard College Story

As a “college of opportunity,” Brevard College was formed in 1934 through the merger of two Methodist colleges, Rutherford and Weaver, on a campus donated by the Brevard Institute, the present location of our College today. From the beginning, the purpose of all three schools was to give young men and women in the mountains of western North Carolina an opportunity for an education, to help them make “not a mere ‘living,’ but a ‘life.’” Students with limited financial resources paid for their education through campus jobs. Costs were kept low, the schools spending only what was necessary to exist.

Our history begins in 1853 in Owl Hollow School, a one-room log cabin in the foothills of Burke County, under the leadership of The Reverend Laban Abernathy, a Methodist minister. The Brevard College tradition that “None Shall Ever Be Turned Away for Want of Means” was the principle established by Reverend Abernathy. His school developed into Rutherford College and was later acquired in 1900 by the Western North Carolina Conference of the Methodist Episcopal Church, South. A great number of men were trained for the ministry at Rutherford, and the school became known as the “School of the Prophets.” Believing in “the thorough development of all the powers of the student with such direction as to lead up to the highest type of Christian manhood and womanhood,” Rutherford College offered coeducational classes.

In 1854, eight miles north of Asheville on the Salem Camp Ground in the village of Weaverville, Weaver College was emerging, beginning as a boarding school known as the Masonic and Sons of Temperance High School. The school was unfortunately destroyed by fire in 1872. Montraville Weaver gave land for a new school, and Weaverville College was incorporated in 1873, independent of any religious denomination. However, in 1883, it was deeded to the Methodist Episcopal Church, South. When it became a junior college in 1912, the name was changed to Weaver College. This school likewise served to assist young men and women in the mountains to complete an

education; it was affordable and, following the same tradition as Rutherford, became known as the "School of Opportunity."

The needs and resources of the time dictated the roles and purpose of Rutherford and Weaver colleges. During their tenure, both schools took the forms of a seminary, a two-year college, a four-year college, and a graduate school.

In the Red House on Probart Street in Brevard, a school for women was established in September 1895 by the Reverend Fitch Taylor and was first known as the Epworth School. Reverend Taylor, a businessman and local preacher from Asheville, felt it a mission to teach girls basic reading, writing, and domestic skills. The Women's Home Mission Society took over the school in 1903, and property on the edge of town was acquired on the site that is today Brevard College. Epworth School became the Brevard Institute, a high school with a commercial department, a music department, home economics, and agriculture and work-study programs like those of Weaver and Rutherford colleges. The Institute closed in 1933 when the town of Brevard was able to support a public school system.

All three schools experienced financial difficulties caused by multiple disasters from the Great Depression, fires, and a cyclone. In 1933 the Western North Carolina Conference ordered the merger of Weaver and Rutherford onto the grounds of the Brevard Institute. The Conference created a Board of Trustees, and appointed Dr. Eugene Coltrane as the first president.

On September 17, 1934, Brevard College opened its doors with 385 students. The College continued the mission of Rutherford and Weaver to make college education possible for young men and women who would otherwise have been denied that privilege because of limited resources. The Conference proposed that the college be conducted as "a *self-help* junior college for boys and girls, and that provision be made for participation of the students in such phases of farming and industry as may be practicable and as may seem economically desirable and otherwise feasible." Work-study opportunities included operation of a farm, food preparation, gardening, dairy farming, handicrafts, needlework, weaving, basketry, woodworking, and machine shops.

Growing competition from public universities and community colleges in North Carolina inspired the College to transform itself into a distinctive senior institution. In June 1996 the Southern Association of Colleges and Schools granted Brevard College candidacy at Level II to offer the bachelor of arts degrees in music and art, retroactive to January 1, 1994. This event occurred only 18 months after the trustees voted unanimously to have the College grow in deliberate stages toward four-year status. In May 1996 the first baccalaureate degrees were awarded.

AN INVITATION

From its establishment in the mid-19th century to educate Methodist ministers and teachers for the frontier, to a work-study junior college, and later as a school to meet the needs of returning veterans after World War II, Brevard College has emerged as a school nationally known for the rigor of its curriculum and its strong teacher-student relationships.

Costs of attending Brevard College are among the lowest in high-quality independent colleges in America. Continuing the tradition of our founder, Reverend Abernathy, the College financial aid and work-study programs make a Brevard education accessible to motivated students and help support an economically diverse student population.

Enrollment envelopes the global community, attracting over 50 percent of our students from out-of-state and from foreign countries.

Signs of excellence abound. When Brevard was a two-year college, over 90 percent of our graduates continued their studies. The Brevard Chapter of Phi Theta Kappa, the national honor society for two-year colleges, has been recognized as one of the top ten chapters in the nation on three separate occasions.

Brevard College athletic programs have had a winning tradition in the National Junior College Athletic Association dating back to 1934. In the fall of 1999, Brevard College became a member of the National Association of Intercollegiate Athletics and began four-year competition in men's and women's cross country, track and field, soccer, basketball, men's baseball, men's golf, and women's volleyball and softball. Nine Brevard College teams have won national championships: six in cross country, one in the marathon, and two in women's soccer (1996–1997). Eight teams have been runners-up in national championships. Over the years, 57 Brevard College teams have won regional championships in baseball, basketball, cross country, soccer, and track and field, while 187 of our athletes have been named All-Americans. In keeping with the goals and philosophy of the College, our athletes perform well in the classroom. Four teams have been named Academic All-American teams.

Brevard College became a senior college in 1996. Since the introduction of art and music majors in June 1996, ten additional majors have been implemented and approved by the Southern Association of Colleges and Schools (SACS): ecology, English, environmental studies, exercise science, history, integrated studies, mathematics, organizational leadership, religion, and wilderness leadership and experiential education.

These new programs are greatly complemented by Brevard College's strengths and location. The School for Wilderness Leadership offers young adults educational options with Certification in Outdoor Leadership. The newly

established bachelor of arts programs in environmental studies and ecology, an intensive interdisciplinary program, will draw upon our historical roots as a liberal arts college to enable students to develop critical thinking skills and to integrate the best possible scientific knowledge and scientific processes of inquiry with concern and care for the environment.

The Paul Porter Center for Performing Arts has become the flagship for Brevard College's long-respected programs in the performing arts. Named in honor of Paul B. Porter, a Brevard College life trustee and businessman from Shelby, North Carolina, this new Center embodies Brevard College's strong tradition and its commitment to excellence in education and performance.

With a rich heritage from the past and a history spanning a century and a half, the College has a profound sense of tradition, but its intent upon remaining innovative and responsive to change will contribute to preparing our students to meet the challenges of the future.

We expect the commitment of your mind and your heart to the community of learning at Brevard College. You are invited to visit and meet our students and faculty and to talk with our admissions personnel.

To make arrangements for your visit, write directly to:

Dean of Admissions and Financial Aid
Brevard College
400 North Broad Street
Brevard, North Carolina 28712

or contact

Division of Admissions
828.884.8300 or 800.527.9090
email: admissions@brevard.edu

or visit our Web site

<http://www.brevard.edu>

SPECIAL PROGRAMS & OPPORTUNITIES

SPECIAL PROGRAMS

THE APPALACHIAN CENTER FOR ENVIRONMENTAL SOLUTIONS

The Appalachian Center for Environmental Solutions (ACES) was conceived by President J. Thomas Bertrand and Dalton Professor of Environmental Studies Dr. Larry Ragsdale as a commitment to balancing our human and natural heritage. The primary goal of the Center is to consolidate wilderness leadership, environmental studies, and ecology in a mission of outreach to Transylvania County and the greater Appalachian region. Through research, writing, analytical services, and workshops or seminars for the professional community, the Center will interact with organizations such as the Cradle of Forestry in America National Historic Site, the U.S. Forest Service, the North Carolina Arboretum, and the Great Smoky Mountains National Park. The Appalachian Center for Environmental Solutions provides a location for environmental awareness where knowledge, skills, and abilities can be channeled to the public and a place where the public can meet to discuss questions about environmentally-related issues.

In 1998, ACES sponsored a workshop on Advanced Decision-Making for Environmental Emergencies and coordinated a student science enrichment award from The Burroughs Wellcome Fund. In 1999, the Center began assisting in the development of an outdoor environmental ecological education program for T.C. Henderson Elementary School in Rosman, NC, under a grant from the Transylvania County Soil & Water Conservation Office. From 1999 through 2000, ACES served as the facilitating agency for the renovation of King's Creek, a mountain stream flowing through the Brevard College campus. Private property owners, Brevard College, and the North Carolina Cooperative Extension met over a two-year period to reach a consensus on a major reclamation of the incised and eroding stream. King's Creek renovation is funded by the North Carolina Clean Water Trust Fund. The consensus plan involves moving the incised King's Creek streambed, protecting the new banks, cutting a terraced flood plain, and planting a flood plain forest around the creek. In the same two-year period, ACES worked in conjunction with the National Forest Service and the Cradle of Forestry Interpretive Association to organize the Pisgah Forest Institute (PFI). The PFI will provide a variety of environmental education programs for secondary school teachers, students, and the public.

THE PISGAH FOREST INSTITUTE

Anne Pittman was selected as the Program Coordinator for the newly created Pisgah Forest Institute (PFI). Funded by a congressional grant, PFI is administered by the Appalachian Center for Environmental Solutions (ACES) at Brevard College as part of the Education and Research Consortium among Brevard College, Mars Hill College, Montreat College, and Western Carolina University. Pisgah Forest Institute's first project in June 2000, was a week-long environmental science workshop for high school teachers utilizing the forest as a learning lab. Topics included soil, rocks, water, plants, animals, and integrated environmental issues with a focus on North Carolina forests. There were outdoor and hands-on learning experiences, including field trips to Pisgah National Forest, The Cradle of Forestry, the Blue Ridge Parkway, and Pisgah Astronomical Research Institute as well as classroom, lab, and computer work at Brevard College. Future workshops will be offered to students and the public in addition to teachers.

TRANSCRIPTS OF INVOLVEMENT and HONORS

The Center for Service Learning keeps an ongoing transcript of students' participation in co-curricular activities, including membership in recognized organizations, scholarship and academic honors, performance, community service, employment, and internships. The transcript serves as an initial portfolio of accomplishments outside the classroom and reflects the development of the whole person. It is a valuable tool for students as they examine opportunities for employment, graduate schools, and linkages with other institutions.

THE POLICY CENTER on the FIRST YEAR of COLLEGE

Funded by a grant from The Pew Charitable Trusts, the Policy Center on the First Year of College was established on October 18, 1999, to work with colleges and universities around the nation to develop and share a range of first-year assessment procedures and tools. These procedures and tools will be used to measure the effectiveness of existing institutional programs, policies, and structures that affect first-year students. This process will help build a body of information on best practices in the first college year, and the findings will be disseminated to other campuses that desire to increase student success as measured by academic performance and retention.

The Policy Center's work builds upon the previous work of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, founded in the early 1980s by this project's principal investigator, John N. Gardner. Gardner coined the term "The Freshman Year Experience" to describe a wide range of initiatives undertaken

colleges and universities to improve the first year. In spite of a plethora of campus-specific first-year programs throughout American higher education, unacceptable rates of freshman-to-sophomore attrition continue to be a persistent national problem. Policy Center staff recognize that the root causes of student attrition are complex, but believe that colleges and universities can retain and successfully graduate more students if the first college year becomes the primary institutional focus. Therefore, the work of the Policy Center is designed most fundamentally to increase (a) understanding of the first year as the critical foundation of the undergraduate experience, and (b) campus accountability for the quality and effectiveness of first-year curricula, pedagogies, programs, and policies. Center staff seek to accomplish these two objectives by encouraging campus-based assessment of first-year policies and practice as well as action to implement change wherever needed. Toward that end, the staff will provide tools, procedures, and ways of thinking about the first year as a unit of analysis for assessment and action purposes.

Major initiatives of the Policy Center include:

National Surveys

Your First College Year Survey, developed in cooperation with UCLA's Higher Education Research Institute, measures change in first-year students as a post-test to the Freshman Survey (C.I.R.P.).

National Study of Current First-Year Practices is an institutional survey about first-year programs from instruction and classroom experiences to admissions, orientation, and co-curricular activities.

Events

National Forum on First-Year Assessment held in conjunction with the annual First-Year Experience Conference.

Summer Institutes for Chief Executive Officers and for Chief Academic Officers (July 2000) designed to inform these key decision makers about best practices in first-year programs and assessment.

Work with Individual Campuses

Five Regional Consortia on First-Year Assessment, involving 65 institutions, have been formed in three states. These institutions are conducting assessments of their first-year programs and sharing results.

Resources

First-Year Assessment Listserv (FYA-List) is an open listserv with invited submissions by leading authorities on collegiate assessment – aimed especially at assessment of the first year of college.

Web site – www.brevard.edu/fyc contains a variety of resources for use by educators conducting first-year assessment.

THE CENTER FOR TRANSFORMATIONAL LEADERSHIP

Through educational seminars offered to professionals in the corporate, governmental, and nonprofit sectors, Brevard College's Center for Transformational Leadership enhances the professional development of a new generation of leaders who will be able, through personal integrity, vision, talent, and education, to make a difference for the good of their organizations and of society. The Center sponsors periodic World Affairs Roundtables, held at the College, as well as its Deming Seminars on Organizational Transformation, led by Dr. Michael Quigley and Dr. Edward M. Baker, two of the closest associates of the late W. Edwards Deming. The Center also serves to enrich the curriculum of the College's emerging baccalaureate major in organizational leadership by bringing undergraduate students in contact with outstanding leaders from the corporate and nonprofit worlds. The Advisory Board and Senior Corporate Fellows associated with the Center include:

Fred Anderson, General Manager of New Hampshire Electrical Cooperative
 Dr. Edward M. Baker, Board of Directors, The Deming Institute, Washington D.C.
 David Beck, Chairman, CEO, USB, Inc., Wisconsin
 Fred Dent, Chairman, CEO, Mayfair Mills, South Carolina
 Jack Folline, President, Palmetto Optical Supply, South Carolina
 John Hillerich III, President, CEO, Hillerich & Bradsby Company, Inc., Kentucky
 Mark Percy, President, Charles Percy Associates, Washington, D.C.
 Steve Polk, Chairman, CEO, R.L. Polk & Co., Michigan
 Bruce Roberts, President, Carolina Financial Group, North Carolina
 Paul Staley, Retired Chairman, P. W. Corporation, Pennsylvania
 Richard Steele, CEO, PSI Holding Company, Michigan
 Frank Vizcarra, Vice President, McDonald's Corporation, California

THE PAUL PORTER CENTER FOR PERFORMING ARTS

The Paul Porter Center for Performing Arts is the emblem of Brevard College's commitment to excellence in instruction and performance. The Center is named for Paul Porter, a Shelby, North Carolina, businessman and lifetime trustee of the College, who made the lead gift for the building. Mr. Porter and his wife, Margaret, have also taken steps to ensure continuing support for the operation of the Center in future years.

The Center provides performance spaces of superlative acoustical quality for the College's Division of Fine Arts, which has long been known for the excellence of its teaching. Among private colleges and universities in the South, the College has one of the largest full-time music faculties and has enjoyed full accreditation by the National Association of Schools of Music for over 30 years. In the words of Dr. Charles Schisler, former dean of the Westminster Choir College and member of the Southern Association of

colleges and Schools team that recommended Brevard's accreditation as a baccalaureate-level institution, "With the construction of the new center for performing arts, a new era of excellence and program sophistication will be available to Brevard College's Division of Fine Arts. Unlimited opportunities will exist which will contribute in many positive ways to recruitment of undergraduates, fundraising, and a greatly expanded continuing education program."

The Center contains several important performance venues. The Concert Hall, the acoustical properties of which have been shaped by the internationally respected consultant Larry Kirkegaard of Chicago, contains 700 seats on the orchestra and balcony levels. The centerpiece of the hall will be the Kirkpatrick-Holeman Organ designed and crafted by organ builder Dan Jaeckel, set above a stage that can accommodate a full symphony orchestra and chorus. The classically proportioned Francis Pavilion entrance also can host small chamber recitals in addition to receptions. The Morrison Playhouse, an experimental "black box" theater, allows multiple configurations for performances and teaching. It is supported by faculty offices and a costume shop. A large outdoor stage extends from the Richard Scott Community Commons at the eastern side of the building into an open-air amphitheater whose grassy slopes seat 500. The Institute for Sacred Music, located in another wing of the building, houses teaching studios, and a rehearsal and pre-performance space for the College's voice, choral, and sacred music programs.

The dedication of this magnificent new facility took place in the fall of 1998; Each year the Center presents a subscription series, hosting numerous internationally known performers for audiences of all ages.

THE INSTITUTE FOR SACRED MUSIC

Located on the north wing of the Paul Porter Center for Performing Arts, the Institute embodies Brevard College's commitment to developing new generations of musicians capable of enriching and transforming worship in churches throughout the United States. Dr. Alfred Calabrese, director of choral and sacred music at Brevard College, is the director of the Institute.

The Institute has been established to train young musicians who feel called to vocations as church musicians and, to that end, oversees courses leading to the B.A. emphasis in church music, provides internships for its students, and seeks to place its graduates in church music positions or in leading graduate schools of music. Students who choose the emphasis in church music will be guided through 18 semester hours of courses encompassing fundamental elements of church music, history, and performance.

The Institute has also implemented a series of lectures, concerts, and workshops which will share the gifts of the Institute with the general public. These include: The Margaret Griffith and Embree H. Blackard Lectureship in

Sacred Music; Concerts by The Britten Choir; the Festival of Nine Lessons and Carols; and a two-year cycle of workshops entitled "Saturday Soundings." These multifaceted offerings will bring the finest church musicians, performers, lecturers, and educators to Brevard College on a continuing basis. Together with the College faculty, these individuals offer both students and the community a unique place for study and discourse in the pursuit of a greater understanding of the role of sacred music as an art form.

SCHOOL FOR WILDERNESS LEADERSHIP

The School for Wilderness Leadership is responsible for the development and oversight of two main wilderness related areas: 1) outdoor/wilderness related auxiliary enterprises of the College (such as the Ropes Challenge Course); and 2) College outreach programs that are designed to utilize to a significant degree outdoor/wilderness activities.

The wilderness outreach initiatives and auxiliary enterprises the School runs are closely allied with the Division of Exercise Science and Wilderness Leadership, providing practicum and internship experiences for students who are working toward a major or minor in Wilderness Leadership and Experiential Education, and sharing many of the same resources. College-sponsored programs that are outdoor/wilderness related, but not strictly credit-producing, are managed by the School for Wilderness Leadership.

VOICE OF THE RIVERS

The "Voice of the Rivers" program embodies the College's commitment to liberal arts education that is interdisciplinary and experiential. The VOR expeditions engage students in an immersion experience that spans several disciplines, integrates wilderness leadership and environmental studies, and calls for extensive writing. Even more importantly, VOR demands an active commitment to environmental outreach and advocacy.

For the inaugural 1997 expedition, seven students and two teachers traveled 1882 miles from Brevard to the Gulf of Mexico along the French Broad, Tennessee, Ohio, and Mississippi Rivers. VOR '97 met with almost 6,000 people in 42 environmental education programs during the 105-day journey. The second VOR expedition, in 1999, covered 365 miles along the Green, Broad, Congaree, and Cooper Rivers from Brevard to the Atlantic Ocean at Charleston, South Carolina. During the 1999 trip, the students provided environmental education programs to school and community groups along the route.

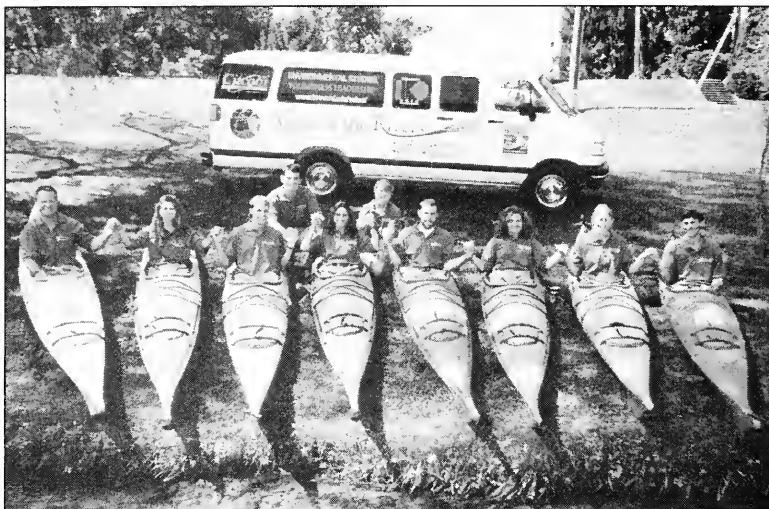
At the heart of a VOR expedition are the students' personal journals. The participants write every day in order to reflect on the experience of traveling along a river and immersing themselves in the natural world. They submit excerpts of their writing to an Internet journal posted on the Brevard College Web site: <http://www.brevard.edu>. The Internet journal is a continuing education resource for others interested in environmental issues facing America's rivers.

The students in both VOR '97 and VOR '99 also completed a full set of courses during their journey. These courses included an environmental education practicum, wilderness leadership credits, and independent studies in psychology, history, and English.

VOR will continue with regular trips along waterways throughout the United States and in other countries. The next expedition, VOR 2001, will travel to Argentina for a journey down the Rio Limay and Rio Negro Rivers. Other prospective destinations include the Republic of Georgia, the Boundary Waters of Minnesota, the Intracoastal Waterway, and the path followed by Lewis and Clark along the Columbia and Missouri Rivers.

THE CASTLE ROCK INSTITUTE

Located in the mountains of western North Carolina, the Castle Rock Institute for Wilderness Adventure and the Humanities offers a semester long residential program during which students participate in a wide variety of wilderness adventure activities while taking a full-time load of four college courses in the humanities. Castle Rock Institute seeks to blend the study of diverse themes drawn from the humanities, such as the concepts of free will, chance and risk, and belief and commitment, with intense outdoor activities, such as backpacking, rock climbing, mountain biking, canoeing, kayaking, and rafting. Classes are small and the participating faculty lives together with the students at the Institute. Credit for the coursework taken is granted by Brevard College in the areas of studio art, philosophy, religious studies, and literature.



The 1997 Voice of the Rivers expedition included 6 students and 2 faculty/staff kayakers. They traveled 1,882 miles for 105 days through 9 states on 4 rivers—French Broad, Tennessee, Ohio, Mississippi. Focusing on education and environmental outreach, the team met with almost 6000 schoolchildren and adults.



The 1999 Voice of the Rivers was a 358-mile, three-week kayak expedition following the waters of the Green River to their eventual destination in Charleston, SC, where they empty into the Atlantic Ocean. The expedition, consisting of 11 students, 2 student leaders and two faculty leaders, started on the Green River at the Transylvania County/Henderson County line and followed the Green, Broad, Congaree, and Cooper rivers to Charleston.

SPECIAL OPPORTUNITIES

CREDIT FOR EXPERIENTIAL LEARNING

Learning that takes place outside the classroom and for which credit may be obtained is called "experiential learning."

It is the policy of Brevard College to award credit for prior experiential learning when all conditions regarding such credit have been fulfilled. The conditions are as follows:

- ✦ Credit may be awarded only for documented experiential learning which demonstrates achievement of all outcomes for specific courses in an approved degree program.
- ✦ Credit will be awarded only to matriculated students.
- ✦ When credit is awarded, it will be identified on the student's transcript as credit for prior experiential learning.
- ✦ Credit will not be awarded if it will duplicate credit previously awarded.

Students interested in receiving credit for experiential learning should contact the division chairs for procedural guidelines.

DIRECTED STUDY

A directed study is the teaching of a catalog course in which the student is unable to attend the scheduled class sessions, usually due to a schedule conflict. The course is taught by an instructor who ordinarily teaches the course in the regular manner. The instructor and the student work together to cover the same subject matter covered in the course during the regular term. The following conditions govern directed studies:

- ✦ Students interested in a directed study should initially consult with their academic advisor before attempting to register for the study.
- ✦ Introductory courses and courses offered every semester are not available as directed studies except by permission of the division chair.
- ✦ Students may register for a directed study (limited by the availability and willingness of the faculty to supervise such study).
- ✦ Students may register for a maximum of four courses by directed study, but only one during any registration period.
- ✦ The faculty member who normally teaches the course will be the director-tutor.

- ♦ The minimum student contact with the instructor will be five hours per semester hour of credit.
- ♦ The directed study must be approved by the student's faculty advisor and the division chair.

Courses taken by this method will be listed on the student's class schedule and official transcript by the prefix, course number, and title used in the catalog.

INDEPENDENT STUDY

To maintain the cutting edge of growth and academic investigation, Brevard College often creates specially designed independent-study courses. These courses are developed in concert with faculty interests and specialties and carry one to three hours credit. Students must be aware that these credits may not be transferable to other institutions.

The following conditions govern independent studies:

- ♦ In consultation with the instructor and faculty advisor, the student delineates a topic, the depth to be explored, and the method and amount of reporting. The division chair should approve the project before registration.
- ♦ Students may register for a maximum of four variable credit independent studies, with only one being undertaken in any given registration period.
- ♦ Students may enroll in an independent study only if they have a cumulative grade point average of 2.0 or higher.
- ♦ Ordinarily, first-term freshmen may not enroll in independent studies.
- The method of grading (letter or pass/fail) must be decided upon prior to formally beginning work. The final grade is to be assigned by the supervising instructor.
- A faculty member may direct a maximum of three independent studies in addition to the normal teaching load each semester.
- ♦ The study shall last for only one semester. Any extension of time must be approved by the instructor and the chair of the division in which the study is being done.

Courses taken by independent study will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 289, 389, or 489. Only four courses numbered as independent studies will count toward graduation.

Students are also afforded opportunities at Brevard College to engage in internships and practicums to strengthen their educational programs and to confirm vocational and career choices. Some degree programs have practicums or internships within their curriculum structures. Other opportunities for students are available through the Placement Center. (See Academic Practicum, page 37.)

CAMPUS LIFE

The Division of Campus Life works with our students to create and maintain a campus environment that enables all of us to grow socially, mentally, physically, emotionally, and spiritually. We accomplish this through a range of activities, services, and environments. We are committed to the healthy development of every member of the community as we work together to understand and improve the world around us.

Campus Life is designed to help students develop a positive self-image, strong interpersonal skills, a system of positive personal values, and a lifestyle that balances work and recreation. Higher education naturally involves personal change, often intense personal change, and we provide a supportive environment with faculty and staff who serve our students as colleagues and mentors. Throughout our programs, we emphasize social consciousness, because this is a basic value of the Brevard College community. We encourage students to become healthy, responsible, educated, contributing members of any community in which they live.

The Division of Campus Life offers a wide range of services by a committed, professionally qualified staff. All of our employees provide both direct service and educational opportunities for our students.

Residence Life: This staff works with the students who live on campus. We have one Residence Hall Director (RHD) or Assistant RHD for approximately 100 students. The students and staff plan hall activities and educational programs, and the staff is available to serve as advisers for students as they learn to bring balance to their daily lives.

Stamey Counseling Center: Professional counselors, as well as the chaplain, and the Director of Career Services are available to work with students in making decisions that support success and well-being. (see page 37)

Medical Services: In addition to treating the medical needs of students, the Medical Services staff assists our students to become educated, competent health care consumers. In cooperation with the Transylvania Community Hospital, our clinic is staffed by a registered nurse who serves as the director of Medical Services and works closely with community physicians. (see page 32)

The Center for Service Learning: This office is the focus for our volunteer programs and works with the Career Center in developing internships for our students. Service opportunities are developed and sponsored in Brevard, Asheville, other regions of the country, and other countries of the world. The Center for Service Learning philosophy embodies the idea that if we help others on their journey, we further our own journey. Through the Center, students learn by serving others.

THE OFFICE OF STUDENT ACTIVITIES

This office provides direct staff support for student clubs and organizations, with special emphasis given to the Student Government Association (SGA) and Twister Productions (student events organization). The office also serves as a resource office for all current clubs and organizations, those sanctioned by the SGA and other offices on Campus. Twister Productions is the main student events organization and is responsible for most of the student events on campus. Twister is a student led group and open to all students with funding coming directly from the Campus Life budget. Twister activities of note are: mini-outdoor festivals with bands, food and games; dances; holiday activities; critter shows; live bands; recreational activities; and novelty shows (hypnotist, game shows, fantasy photos). SGA and Twister Productions also provide funding for other clubs and organizations on campus for special events and projects which include: the music club Encore's African-American Celebration and Battle of the Bands; the Outing Club with the Banff Mountain Film Festival and mountain adventure outings; Earth Week activities; gardening projects; and other projects of interest to student clubs and organizations.

Public Safety: Brevard College is an extremely safe campus, because our larger community is very safe. Our public safety officers are trained professionals who are here to keep the peace and to protect people and property. The local police department and the sheriff's department work closely with the College to ensure that students will be safe as they learn and grow.

The College has clearly stated standards for behavior in the community. The "Guidelines for Student Conduct," stated in the *Student Handbook*, provide in summary to each student and available electronically or in the residence halls, the library, or Campus Life office. They are designed to enable our students, faculty, and staff to work together in an environment of mutual respect. In general, the standards reflect our public law with the following additions:

- ♦ We live by an honor code that demands honesty, expects independent work by the students, and requires respect for other people's intellectual property.
- ♦ No alcoholic beverages are allowed at student functions or in student residences.
- ♦ For the safety and privacy of the students, Brevard College has set visitation hours in the residence halls.

PEOPLE SPACES

Coltrane Commons: The crossroads on campus is Coltrane Commons, our student union, and it offers a variety of activity spaces. Commuter and residential students gather for informal meetings, casual groups, TV watching, and large group activities, including dances. Besides just "hangin' out," students have access to an extended hours computer lab, Campus Life offices, mail

room, and the Coltrane Station snack bar. King's Creek Books and the Center for Service Learning are located on the main floor of Coltrane. The Underground is downstairs, offering open mic nights, coffeehouse, and a game room.

The Underground, located in the basement of Coltrane, offers space for watching TV and videos, relaxing, studying, playing games, and "jammin'." During the day, the underground frequently serves as a meeting place for commuting students. Twister Productions office is located in the Underground.

The Residential Quad: The lawn area between Jones Residence Hall and Beam Residence Hall hosts a variety of outdoor activities all year long. During warm weather, students fill the space, throwing Frisbees, footballs, and softballs; they also sit and enjoy the view of the mountains. In colder weather, the quad becomes a living space for snowmen and one of the campuses two firerings.

The Lawn at Taylor & Green Residential Halls: Large enough to play any field sport, this lawn becomes a focus of outdoor sports and cookouts all year long.

Beach Volleyball And Basketball Court: Across the street from the residential quad, near the Barn Theater and the President's Home, you'll find the beach volleyball court. Join in an impromptu game for some late afternoon relaxation and fun. A converted high jump area near the village provides a soft surfaced outdoor basketball court for pick-up games.

"Java the Cart": A recent addition for helping the College community "wake up" is Java the Cart, located on the academic quad. Java will help you greet the day with coffee, tea, muffins, fruit, and other breakfast items. Look for the friendly Java team and cart on wheels to perk up your mornings, weather and student workers permitting.

King's Creek: Meandering through the center of campus is a quiet mountain stream graced by majestic weeping willow trees. King's Creek offers a refuge for study, contemplation, and sunbathing. Scattered benches and picnic tables enhance your enjoyment of this campus refuge.

The Miquel O'Connor Scarborough Memorial Prayer Garden and Catherine and William Townsend Wetland Garden: These gardens represent the first installations in a long-term project to systematically create a natural campus that will become a showplace of the indigenous trees, plants, and flowers of the Southern Appalachians. The gardens are located adjacent to The Paul Porter Center for Performing Arts and are gifts of friends of the College in memory of their loved ones. These natural gardens provide another place for prayer, contemplation, and introspection.

Creekside Downs: Home to our athletic complex of sports fields, Creekside Downs features the Gil Coan Baseball Field, a new meter track with eight lanes, softball field, and practice soccer field. The track area encompasses areas for discus, steeple chase, high jump, shot put, pole vault and long/triple jump. Walkers and runners in search of exercise or reflection frequently use the mile-long path around the perimeter of Creekside Downs. Proposed plans include

constructing a tennis complex and a garden honoring our national championship teams and athletes.

The Outdoor Chapel: Created as an effort of 1999 Moving Mountains Day, several advising groups cleared a small circular area adjacent to King's Creek located in the wooded area behind the maintenance complex and near The College Garden. The trees form a canopy and the sounds of the rippling creek create an atmosphere of quiet calm where one can "Be still and know. . ."

Seats for Chillin': Buildings on campus offer public space inside and outside to encourage informal gatherings, conversations, and friendships. A community needs time and space for informal communication, and these people spaces on Brevard College campus help sustain this belief. Some of the more popular hang-outs are the porch of Jones Hall, King's Creek, and the brick yard of Taylor Hall.

Pisgah National Forest: Resources abound in the nearby Pisgah National Forest where you'll find a full range of outdoor recreation options. Whether you are using the forest as an experiential classroom or just out to relax and marvel at the breathtaking scenery, you'll enjoy the forest, rivers, waterfalls, rapids, climbing rocks (especially Looking Glass Rock), hiking trails, camp sites, high mountain ranges, and even "slipping down" Sliding Rock.

Great Smoky Mountains National Park: This popular park annually has more visitors than any other of our country's national parks. It boasts more wildflowers than any other place on this continent (over 5000 species.)

Blue Ridge Parkway: The distant ridges visible from Brevard College are traversed by a 470-mile parkway that runs through North Carolina and Virginia. The car rider may enjoy the many overlooks to enjoy the views. Often cyclists enjoy the challenge of riding on either the parkway itself or "going off road" to the mountain trails.

Cradle of Forestry in America National Historic Site: Just up 276N, you'll find the birthplace of forestry in America. At the turn of the century, a German, Carl Alvin Schenck, was brought to this country by George Vanderbilt to establish a forestry school and the reforestation of logged land. Some original buildings are complimented by an interactive museum, educational films and classes, and a trail featuring an old logging locomotive.

STUDENT GOVERNMENT ASSOCIATION (SGA)

Brevard College makes a special commitment to experiential learning opportunities through the Student Government Association. SGA seeks broad representation from students, so they can work together to make a difference in academic and campus life. This organization gives students invaluable experience in leadership and governance. The SGA has three branches: the executive branch, consisting of the president of the executive council; the

legislative branch, consisting of the senate and its committees; and the judicial branch, consisting of the student judiciary. SGA also provides funding and direction for other student-run groups on campus, such as *Pastimes*, the history club which organizes activities related to history—from viewing movies and going on field trips to roundtable discussions, lectures, and presentations.

The Brevard College Outing Club is one of the most active clubs on campus. If you want to learn how to rock climb, roll a kayak, backpack, or connect up with fellow adventure seekers, then join one of its sponsored events. The Outing Club hosts the world tour of the Banff Mountain Film Festival and brings in outstanding outdoor enthusiasts like Mt. Everest climber and photographer Adrian Burgess. Come paddle a river or climb a mountain with the BC Outing Club.

STUDENT CLUBS AND ORGANIZATIONS

The energy and interests of a vibrant, involved, creative student body are reflected by the student clubs and organizations. Whether on campus, out in the rugged mountain trails, or in the surrounding communities, students are active in government, the newspaper, athletics, dance, drama, musical productions, volunteer service, whitewater sports, hiking, mountain biking, rock climbing, concerts, special events, and exploring the area.

Student Clubs and Organizations are funded in part by Student Government Association (SGA), The Office of Student Affairs and other Academic Departments on Campus. In 1998 SGA presented and passed an initiative that provides a student-assessed fee for the work of Student Government. The fees have added greatly to the student voice on Campus with events, forums, committee work, and support of club-sponsored projects and activities.

Campus organizations and activities are open and available to all students without regard to age, sex, race, religion, origin or special challenge. Each organization however, has the right to establish its own standards, including a minimum grade point average, as long as the "Statement of Basic Rights" is not violated. It is each student's responsibility to balance participation in activities with academic responsibilities for success at Brevard College. Student organizations are chartered by the Student Government Association, subject to the approval of the Dean of Campus Life. Athletic Clubs and intramural activities must be approved by the Athletic Director, Gill Payne.

The following is the list of clubs and organizations on campus:

Student Government Chartered Clubs: Outing Clubs (outdoor adventure and extreme programs); Encore! (Music Club); Chess Club; Pastimes (History Club); FCA (Fellowship of Christian Athletes); BC Recycles (Campus wide recycling club); and the Garden Club.

Student Affairs and Academic Organizations: Twister Productions (student event and activities); Commuting Students Association; Orientation Leaders (assist with matriculation and Orientation); First Year Program Student Leaders; Student Ambassadors; Judicial Board; *Chiaroscuro* (literary publication); The Clarion (student newspaper); *The Pertelote* (campus yearbook); and Omicron Delta Kappa (academic achievement).

The Division of Campus Life in conjunction with SGA is working to form new clubs and organizations that might include: a Service Learning Coalition, Environmental Action, International Students, and S.A.F.E. (addressing issues of abuse). We encourage all students to get involved with a club or organization: the rewards for growth will be measured in a successful future career.

MOVING MOUNTAINS

At Brevard College, Moving Mountains unites students, faculty, and staff with the community in the spirit of fellowship and volunteerism. As part of fall orientation, approximately 400 students, faculty, and staff help with community service projects at various locations around the city of Brevard and western North Carolina. The good will and hard work of Moving Mountains contribute to the goal of building an ethic of service and lifelong learning for students at Brevard College. Moving Mountains thus emphasizes service as an important aspect of campus life and of the College culture as a whole.

The Center for Service Learning organizes Moving Mountains with the support of student orientation leaders, who volunteer to assist in the planning and implementation of the project. Not only do they help with the logistics, but they continue to work with new students throughout the semester in a first year forum.

Moving Mountains provides students an opportunity to become acquainted with members of the greater community as they work together in "hands-on" volunteer activities. Service sites are carefully chosen so that students are exposed to a diversity of experiences and citizens in the Brevard area. Community partners include the First United Methodist Church, Habitat for Humanity, Manna Food Bank, the U.S. Forest Service, and the Transylvania County School System.

ATHLETICS AND INTRAMURALS

Brevard College boasts a proud and successful history in intercollegiate athletics for both men and women. Brevard College made the transition from the junior college ranks to become a four-year athletic program beginning in the fall of 1999. The entire athletic department looks forward to the transition, as they continue the pursuit of excellence from a two-year status to the four-year level. Brevard is a member of the NAIA (National Association of Intercollegiate Athletics).

The College won nine national team championships (in cross country, marathon, and women's soccer) during its years as a junior college. During the 1998-99 athletic year alone Brevard College teams won five regional team championships and earned national ranking in six sports. More than two hundred Brevard College athletes have received All-American recognition during its history.

With such an outstanding record, it's not surprising that approximately one-third of the student body participates in intercollegiate athletics. We believe in a holistic approach to the student athlete: overall the grade point average and graduation rate for the student athletes on campus have exceeded that of the student body. Student athletes participate in the SGA, work on the school newspaper and yearbook, hold positions as peer advisors in the residence halls and are among the top students academically. Participating in athletics at Brevard College is hard work and demanding, but the lessons learned in self-discipline, commitment, and responsibility build lifelong character and help mold our future leaders.

Intercollegiate programs for men and women include basketball, cross country, indoor and outdoor track and field, and soccer. The College also fields teams in women's softball, and volleyball as well as men's baseball and golf. Athletic scholarships are available in all sports and based on athletic performances and ability as determined by the coach of each sport. Please contact the appropriate coach for more information.

Athletics are not just for intercollegiate sports. Every student can enjoy active, competitive sports. The intramural program is planned by a steering committee of students, staff, and faculty, and is managed by the director of intramural sports. Events include soccer, indoor soccer, softball, ultimate frisbee, pool tournaments, basketball, and other sports in which students express interest.

STUDENT PUBLICATIONS

Brevard College provides students with several opportunities to apply both research and creative writing skills through campus publications.

Chiaroscuro, a multimedia magazine of literature and art, is published each spring. Students, faculty, and staff submit original works for inclusion in this

innovative publication produced by a student editorial staff with assistance from the College's Office of Media and Publications.

The campus newspaper, *The Clarion*, serves as the voice of Brevard College students. Creative students produce interesting, informative, and newsworthy articles and photographs of interest to the College community.

The Pertelote, the campus yearbook, has won first-place ratings from the Columbia Press Association and the American Scholastic Press Association (University of Minnesota). Graduates find *The Pertelote* to be a treasured possession which enables them to relive the exciting times of their student days on the campus of Brevard College.

Each publication team has one or more faculty advisors who serve as mentors to the students in producing publications that maintain the highest quality while reflecting the College's philosophy of higher education and personal growth.

RELIGIOUS ORGANIZATIONS

Brevard College believes that the development of the whole person includes enrichment of one's spiritual life. The College fosters spiritual growth for students by providing faculty and staff members who are centered in their own religious faith and by sponsoring religious lectureships, student-led organizations, and campus worship services. The Religious Life Committee coordinates the College's religious programs and activities.

Although affiliated with The United Methodist Church, we welcome a diversity of religious preferences among the student body. We support the denominational heritages that enrich our campus through student-led organizations related to particular Christian traditions. The First United Methodist Church of Brevard, located immediately adjacent to the campus, is home to many activities and services which attract students, faculty, staff, and visitors to the College. Three other smaller United Methodist congregations, as well as numerous churches of other denominations, are found throughout Transylvania County.

The College also has an active chapter of the Fellowship of Christian Athletes, open to all students. This organization meets regularly and provides a means whereby students may grow in their faith and express that faith in worthy projects both on and off campus.

The College's Institute for Sacred Music (described on page 15) provides undergraduate study and internships in church music as well as professional enrichment opportunities for ministers of music throughout the South.

SPECIAL EVENTS

The College makes a special effort to provide a wide variety of special events for the campus community:

The Music Department: Many student and faculty recitals and ensemble concerts are scheduled throughout the year. An annual event, "A Little Now Music," brings composers and performers to campus for several days of workshops, talks, and performances. In addition, guest performers and scholars in jazz, classical, and sacred music are invited to campus to give master classes and to lead workshops.

The recent construction of the Porter Center for Performing Arts demonstrates the College's long-term commitment by providing an acoustically superb concert hall for both students, faculty, and nationally known performers. The Institute for Sacred Music is located in this building along with the Morrison Playhouse, and faculty/staff offices.

Special Lectureships: The *Purgason Family Life Lectures*, emphasize the importance of the family in American society and encourages the development of Christian attitudes and values in that context. The *Grace Creech West Lectureship* brings a distinguished Southern writer to the campus each year to present a reading and discussion and to work meaningfully with faculty and students. The *Margaret Griffith and Embree H. Blackard Lecture in Sacred Music* takes place each year in conjunction with a performance of a major work from the choral/orchestral repertoire and is delivered by theologians, historians, and educators of national and international reknown. The Blackard Lecture serves as the seminal event in the offerings of the Institute for Sacred Music, reaching students, faculty, and the greater Brevard College community.

Homecoming: A time to reminisce and renew friendships, Homecoming continues to be a popular time to visit campus. It reminds everyone on campus of the special place that Brevard College claims in the hearts of its alumni. During a weekend each October, alumni return to campus to celebrate and remember their heritage with classmates and faculty.

Family Weekend: Held in late September each year, Family Weekend provides a fun-filled and informative weekend of activities, during which parents actually can attend classes and meet with individual faculty.

Spring Fest: The last weekend before finals is set aside for Spring Fest events ranging from live bands, a pig pickin', games, rides, a day at the lake, and SGA's wacky games competition "Bizarre Wars."



STUDENT SERVICES

RESIDENCE HALLS

Brevard College is committed to being a residential college. Our residence halls provide the atmosphere for some of the most important experiences students have at Brevard College. They are the focus of social life. With porches or patios, lobbies and other common spaces, students meet with friends, study together, socialize, or visit with the residential staff.

A variety of accommodations serve students living on campus. From the beginning, students complete a housing questionnaire, which the staff uses to pair them with a roommate and assign them a residence hall. Each spring returning students can request the type of housing they would like to have the following year. Our goal is to provide the most appropriate housing for each student based on student desires and availability.

Brevard College offers a full range of housing options. Our traditional residence halls possess larger rooms and larger windows; their historic character gives a sense of the long tradition of residential living at Brevard. Some of our housing provides suite-style rooms, two rooms sharing a bath, but individual rooms remain somewhat smaller. Our newest option, the Residential Villages, consists of apartment-style living with 12-15 students in each of the 16 apartments. When all phases of the Village are complete, it will house 370 students.

Recruited and trained to serve students, Residence Hall Director's (RHDs) and Assistant RHDs manage each residence hall, assisted by student staff members called Peer Advisors (PAs). Upperclass students, the PAs assist and advise students. Selected for their maturity, leadership, and ability to relate to their peers, PAs and RHDs work and live together to build a community that reflects the diverse personalities and interest of their residence hall. For more detailed information about housing opportunities, guidelines, or anything else pertaining to housing, please contact the Division of Campus Life.

FOOD SERVICES

The A. G. Myers Dining Hall, the snack bar in Coltrane Commons, and The Underground coffeehouse offer everything from full meals to light snacks. ARAMARK Food Service manages the cafeteria and snack bar, which operate seven days a week. All residential students participate in a nineteen-meal plan; they simply show their ID card. Visitors and commuting students may purchase individual meals or ten-meal cards. Snack bar hours vary and are posted at the beginning of each semester. The food service manager works with a student "Food Committee" of the Student Government Association to maintain quality and to insure that student needs are met. A suggestion board in the cafeteria allows students to leave additional notes for the manager.

MEDICAL SERVICES

Perhaps for the first time in their lives, students will be making their own decisions about personal health. Our medical services staff helps them learn what they need to know to become effective managers of their own health. In addition to providing clinic services five days per week, the medical staff remains on-call for emergencies or just to talk with students concerned about how they are feeling.

Staffed by professionals from Transylvania Community Hospital, medical services has access to the full support of the hospital's resources. An experienced registered nurse is on duty from 8:00 am to 4:30 pm, Monday through Friday. Twice a week a physician's assistant meets with students who need additional care and refers students, when necessary, to physicians in the community.

For serious emergencies, students have access to the fully staffed emergency room of Transylvania Community Hospital. Mission/St. Joseph's Hospital in Asheville is only 45 minutes away by car and less by emergency helicopter.

Students must retain their own primary health insurance, and the medical staff assists students in arranging this, if needed. Brevard College provides a secondary insurance policy that covers students only after the primary insurance has paid. The director of medical services aids students in filing for insurance, but the student must initiate this process by seeing the medical services staff.

Medical services provides routine services without charge, but students must pay for such services as x-rays, lab tests, prescription medicines, and other procedures.

COUNSELING

The primary purpose of counseling at Brevard College is the prevention of serious problems, as well as providing an opportunity for growth and development. The Stamey Center offers short-term academic, career, and personal counseling. Recognizing that the college years are a time of transition and development, professional counselors are available to listen, encourage, and support students as they meet and explore new challenges. In appropriate situations, counselors refer students to other professionals in the community.

Other supportive services rise from a variety of campus personnel. Student peer advisers (PAs) work with Residence Hall Directors (RHDs) to provide peer counseling support as well as monitoring compliance with the "Guidelines for Student Conduct." The PAs place particular emphasis on helping new students adjust to college life. Academic counseling is provided by assigned faculty advisers who assist students in designing academic programs commensurate with their academic goals. Faculty advisers help students resolve other problems, often by referral. The vice president for student affairs, and the dean of campus life also provide guidance as appropriate.

GUIDELINES FOR STUDENT CONDUCT

Each year, the College brings together over 700 students from 22 or more countries. From this wide range of cultural backgrounds, Brevard College seeks to form one community committed to respecting and celebrating our differences. The "Guidelines for Student Conduct" reflect the goals, values, and philosophy of Brevard College in order to promote a safe environment in which the rights of all people are protected. By joining the Brevard College community, we all agree to follow and uphold these standards for behavior.

Brevard College is a peaceful campus in a small mountain community, but it remains appropriate to take reasonable precautions to protect our tranquility and safety. Students must keep their rooms locked at all times, and the College cannot assume responsibility for personal valuables in student rooms. We strongly recommend that students insure property for a variety of losses, take photos and record serial numbers on valuable equipment, and clearly mark all personal property.

Although the College does not post a curfew, we do expect everyone to respect the rights of other residents. Students receive a key to their rooms and to any security doors to the residence hall. These keys should not be loaned to other people.

Brevard College does not allow alcohol in any of the student residences or at any student function. Rather than a statement of judgment against alcohol use, this policy recognizes what colleges around the country have recognized: alcohol use too often becomes irresponsible and dangerous, and interferes with the academic process. Our standards for student behavior do not allow the use of alcohol on campus. We prohibit the use of illegal drugs.

The Office of Public Safety provides security services to our campus community. All vehicles to be parked on campus must be registered, and student parking is limited to designated areas. There is a campus-wide speed limit of 15 miles per hour. Violators will lose the privilege of parking and driving on campus.

For questions concerning community safety or the "Guidelines for Student Conduct," contact the Division of Campus Life.

BOOKSTORE

King's Creek Books, operated for Brevard College by Follett Higher Education Group, is located in Coltrane Commons. It is open Monday through Friday from 8:00 am until 5:00 pm. During special events, such as Family Weekend and Homecoming, the bookstore has extended hours. King's Creek Books has the usual mix of college merchandise such as new and used books, school supplies, clothing, gifts, health and beauty aides, candy, snacks, and drinks. It also carries academically priced software, phone cards, art supplies, and stamps. Services include check cashing, and gift certificates. Clothing and gift telephone orders are welcome. Call 828.883.8612, FAX 828.884.6481, or check out our Web site at www.brevard.bkstr.com.



ACADEMIC SUPPORT

FIRST YEAR FORUM

The Brevard College First Year Forum advising program (FYF) orients new students toward academic and intellectual success through a special one-semester course. A faculty, staff, and student team introduces students to an array of resources, including academic counseling, campus services, and opportunities for social involvement, leadership, and responsibility.

All incoming students are required to attend advising groups of approximately 12 students, each led by a faculty, staff, and student leader. Advising groups meet once a week for an hour during the student's first semester on campus. Each student registers for one academic credit for this required involvement.

Through the First Year Forum, entering students set goals and develop strategies to meet those goals. The College seeks to recognize, reward, and advocate for desirable outcomes, especially lifelong learning. By providing intensive support for new students during their first semester, Brevard College encourages the values stated in the College Mission Statement (see p. 6) and promotes a successful academic future for each student.

THE LEARNING ENHANCEMENT CENTER (LEC)

The Learning Enhancement Center (LEC), in the McLarty-Goodson Classroom Building, is designed to assist all students in the full realization of their academic potential. A variety of services and opportunities are provided to enhance student learning and success at college and in pursuit of life goals. Some services provided are academic counseling, secondary advising, tutor referrals, provision of a distraction-reduced study area or testing site, use of computers, assistance with time management or work organization, note-taking arrangements, and limited textbook taping. All LEC services are provided at the request of the student. The faculty-staffed Writing Center and Mathematics Lab are available to students seeking assistance with individual courses in those areas.

THE OFFICE FOR STUDENTS WITH SPECIAL NEEDS AND DISABILITIES (OSSND)

The Office for Students with Special Needs and Disabilities (OSSND) assists students with disabilities in obtaining equal access to the educational opportunities at Brevard College. Students may have learning disabilities,

physical disabilities, psychiatric disabilities, and/or medical disabilities. OSSND services include, but are not limited to, helping students identify and arrange reasonable accommodations in their courses, providing a site for distraction-reduced testing or studying, arranging for note taking, limited taping of texts, academic counseling, secondary advising, assisting with time management and work organization, and testing referrals. Services are provided at the request of the student. The OSSND is located in the Learning Enhancement Center in the McLarty-Goodson classroom building.

DEVELOPMENTAL COURSES

Brevard College offers a variety of developmental courses aimed at assisting students whose academic preparation in certain subject areas has not been adequate to begin college-level coursework. These intensive courses, numbered 99 and 100, normally meet four days a week, and, while they do not count toward graduation, do count toward maintaining any College eligibility. The developmental courses offered are ENG 100, MAT 99 and 100, and REA 99 and 100. For descriptions of the focus and content of these courses, see the final section of the Course Descriptions under Academic Support (pp. 173). Students whose high school performance, SAT scores, or college placement test scores indicate the need for developmental courses are also encouraged to consider taking LSK 101: Becoming a Master Student, which provides basic strategies and understanding helpful for succeeding in college-level study. International students whose TOEFL scores are lower than 500 need to take some of the ESL courses numbered 94–100 in order to develop their English proficiency.

LABS AND SPECIAL ACADEMIC SUPPORT FACILITIES

In addition to its regular academic buildings and facilities, the College maintains a number of special labs and academic support facilities. The **Learning Enhancement Center**, described above, provides distraction-reduced space for academic counseling, meetings with tutors, or other special out-of-class study or examination needs. The **Writing Center** offers a faculty-staffed facility for students in need of word-processing assistance in the preparation of assigned coursework. The **Math Lab** likewise offers a faculty-staffed seminar room for students seeking assistance in math assignments. There are also several **Computer Labs** located on campus in the McLarty-Goodson Classroom Building, the Moore Science Building, and the Coltrane Commons including a large, 24-hour super-lab. There is also a **Macintosh-based Graphic Design Lab** located in the Sims Art Center and a **Macintosh-based Music Lab** located in the Dunham Music Center.

CAREER SERVICES CENTER

The Career Services Center, located in Stamey Center, offers workshops, seminars, programs, daily drop-in hours, and counseling to help students make informed career choices. Staff can help students choose college majors, obtain internships, learn effective job search strategies, get jobs, and gain entry to graduate and professional schools. The Career Resource Library also has a substantial collection of resources, including literature on a broad range of occupations, material on locating and securing employment, and information on internships, summer jobs, individual companies, and graduate schools.

The full-time staff of the Career Services Center can help students who know what they want to do as well as those students whose career paths may not seem obvious or easy to plan. Individual career assessment and interpretation as well as full-time and part-time job listings are available to everyone in the College community. We strongly encourage students to use the Center throughout their years at Brevard.

Career decision making is a process that unfolds through self-assessment and experience, in addition to education. Economists tell us that today's college graduate will face the job search 10 times and probably have three to five careers. The Career Services Center teaches skills which most students will use many times during their lives. These skills are a vital resource in dealing with the realities of a rapidly changing job world.

ACADEMIC PRACTICUM

In order to broaden and enhance a strong academic foundation, a student may participate in an Academic Practicum. A practicum experience can be invaluable in helping a student assess career goals by providing on-the-job experiences. Each practicum experience consists of academic requirements as well as working at a selected job site. This experience has been shown to be of great assistance to those seeking full-time employment or admission to graduate school.

The academic practicum program is coordinated through the Placement Center. Interested students should contact the Placement Center or their academic advisors for more information. In order to participate in an academic practicum, a student must have completed 45 semester hours and have a 2.0 GPA.

Practicums will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 269, 369, 469.

LIBRARY

The J. A. Jones Library offers easily accessible library collections and services to meet the general, instructional, research, and other information needs of the Brevard College community. The collections include more than 49,000 volumes, 225 periodical subscriptions, 2,900 microforms, and 2,800 audiovisual materials, including compact discs and videos. The library provides access to a substantial number of Internet-accessible databases containing indexes, abstracts, and full-text resources, including *Art Index*, *Britannica Online*, *EbscoHost*, *Grove Dictionary of Art Online*, *International Index to Music Periodicals*, *The New York Times*, *ProQuest Direct*, and *SIRS Researcher*. In addition, all the resources of the North Carolina Libraries for Virtual Education (NC LIVE) reach students, faculty, and staff campus-wide.

The library's Web page provides links to other libraries, Internet exploration, journals and newspapers online, and regional, state, and government sites. The library belongs to the Mountain College Library Network, which offers online access to materials owned by sixteen nearby colleges; and extensive resources also can be obtained via interlibrary loan.

An experienced library staff assists the Brevard College community in selecting and evaluating information. Open stacks allow library users to readily retrieve materials. The library also houses the College archives, the rare book collection, and other special collections. Open 84 hours a week, including nights and weekends during the academic year, the library offers a pleasant environment with views of the mountains for study and research.

Constructed in 1967, the library is named for James Addison Jones, founder of the Jones Construction Company in Charlotte, North Carolina, and a benefactor of the College.

HONORS AND AWARDS

Brevard College celebrates the successes of students by recognizing their accomplishments in a variety of ways, including the academic, social, and athletic areas of Brevard College life. Recognition includes the following honors and awards:

The Brevard College Honors Program

The mission of the Brevard College Honors Program is to provide an enriched academic experience for the outstanding student who is committed to excellence. The fundamental assumption of honors education is that the honors student should be continually challenged to reach her or his highest potential as a scholar and a leader.

The program emphasizes independent, creative learning and spirited exchange of ideas between students and faculty in a stimulating environment. This environment includes the classroom and the world at large, through experiential and service learning activities. Students are encouraged to develop their own ideas within a knowledgeable and reasoned framework, to use an interdisciplinary approach in problem-solving, and to develop into the well-rounded, complete person that is the hallmark of a liberal arts education. Students are invited to join based on their GPA and other criteria, and must maintain a GPA of 3.3.

Dean's List

Each semester the Office of Academic Affairs recognizes those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.5 or higher with no grade below a C.

Honor Roll

Each semester the Office of Academic Affairs recognizes those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.0 to 3.49 with no grade below a C.

Omicron Delta Kappa

In April 2000, Brevard College installed a local chapter of a national leadership society for students seeking baccalaureate degrees. The Omicron Delta Kappa Society recognizes and encourages superior scholarship, leadership, and exemplary character. Membership is based on achievement in scholarship, athletics, campus government, journalism, speech and the mass media, and the creative and performing arts. The society seeks to enhance the development of the whole person, both as a member of the college

community and as a contributor to a better society.

Omicron Delta Kappa was founded December 3, 1914, at Washington and Lee University, Lexington, Virginia, by fifteen student and faculty leaders. The founders formulated the idea that leadership of exceptional quality and versatility in college should be recognized, that representatives in all phases of college life should cooperate in worthwhile endeavors, and that outstanding students, faculty, and administrators should meet on a basis of mutual interest, understanding, and helpfulness. Omicron Delta Kappa was the first college honor society of a national scope to give recognition and honor for meritorious leadership and service in extracurricular activities and to encourage development of general campus citizenship. Two hundred and fifty-eight colleges and universities throughout the United States have Omicron Delta Kappa chapters.

Phi Theta Kappa

Brevard College continues to sponsor the Delta Pi chapter of Phi Theta Kappa (PTK), the national honor fraternity for two-year colleges. To be inducted into PTK, students must be approved by the faculty, must have earned at least 12 semester hours at Brevard College in courses numbered 101 or higher, must have no grade below a C on any course (including courses numbered 99 or 100), and must have a minimum cumulative grade point average of 3.5 or higher (for induction after the first semester) or of 3.2 or higher (for induction after the second or third semester). Once inducted, students must maintain a minimum cumulative grade point average of 3.2 with no grade below a C.

The Presidential Award for Scholarship

The student with the highest academic rank in the graduating class, with good character, and with the approval of the faculty receives this special recognition at Commencement.

The C. Edward and Brona N. Roy Citizenship Award

The C. Edward and Brona N. Roy Citizenship Award is given annually at Commencement. The recipient is selected by the faculty of the College on the basis of moral character, citizenship, leadership, and positive influence on campus.

Presidential Awards

Presidential Awards are given each year at Commencement. Recipients are nominated and selected by the faculty for outstanding leadership, service, and achievement.

Division and Organization Awards

Other awards are given during the year by academic divisions, campus publications, student organizations, and athletics.

Graduation with Honors

Those students who graduate with a cumulative grade point average of 3.2 or higher with no grade below a D receive special recognition at graduation:

summa cum laude—graduation with a cumulative grade point average of 3.8 to 4.0

magna cum laude—graduation with a cumulative grade point average of 3.5 to 3.79

cum laude—graduation with a cumulative grade point average of 3.2 to 3.49

Student Marshals

Each year, the faculty selects six rising upper class students to serve as student marshals. In order for a student to be chosen for this honor, his or her cumulative grade point average must be among the highest in the class. Students marshals assist the faculty marshal in all official functions of the College, including the fall Convocation and spring Commencement.





CURRICULUM

Brevard College offers an innovative, interdisciplinary curriculum leading to bachelor of arts degrees in a broad variety of fields, as well as associate degrees in arts, fine arts, and science, and programs in preengineering, prelaw, and premedicine. The Core Requirements for the baccalaureate degree reflect commitment to the interdisciplinary study of the liberal arts combined with exposure to the performing and fine arts, ecology and environmental study, and multicultural understanding of life. We believe that the Brevard graduate will be equipped to enter the work force prepared to contribute to the advancement of our society and world.

Candidates for graduation with a baccalaureate degree must have earned at least 124 semester hours including the Core Requirements and required coursework in a selected major with an overall grade point average of 2.0 or higher. No courses numbered 100 or lower may be counted in the total. In order to major in more than one subject, students must satisfy all requirements for each major in addition to the Core Requirements listed herein, with a minimum of 124 semester hours earned and a 2.0 overall grade point average.

DISTRIBUTION REQUIREMENTS

The Core Requirements provide a common core of academic experience for Brevard College students and are taken mainly during the freshman and sophomore years. Faculty advisors work closely with students, especially during the first two years, to select the specific courses used to fulfill these requirements. The faculty's principal objective in establishing these requirements is to encourage students to familiarize themselves with the knowledge and methodologies that characterize the arts, the humanities, the social sciences, the natural sciences, and mathematics; to increase their abilities to express themselves effectively in English and a second language; to establish lifelong habits of regular, healthful, physical activity; to increase their capacities for making informed judgments of value; to expand their knowledge and understanding of themselves, of their own and other cultures, and of the natural world; and to expand their awareness of the ways in which the various academic disciplines may compliment one another in solving real world problems.

A full listing of the Core Requirements can be found in the section entitled "Degrees and Majors" beginning on page 47.

MAJOR REQUIREMENTS

In addition to the Core Requirements, students must complete the requirements for the major in a particular academic field. These requirements are listed in the section entitled "Degrees & Majors" beginning on page 47. In order to complete a major program, students must formally designate a program by the end of the sophomore year. The division chairs and the vice president of academic affairs reserve the right to judge the advisability of an applicant's admission to any particular major. Each student's major program must be arranged under the direction and with the approval of a faculty advisor and must be planned with a view toward obtaining reasonable mastery of a chosen field, with due provisions for work outside the field. Minors are also available in most fields. Students must achieve at least a 2.0 grade point average in any major or minor they complete.

PROGRAMS OF STUDY

BACHELOR OF ARTS DEGREE

The baccalaureate degree granted by Brevard College is the bachelor of arts degree, which combines a core curriculum in the arts and sciences with advanced studies in particular disciplines and a strong emphasis in interdisciplinary studies. The College offers B. A. majors in art, English, ecology, environmental studies, exercise science, history, integrated studies, mathematics, music, organizational leadership, religion, and wilderness leadership and experiential education. For students interested in pursuing psychology or theater as fields of study, Brevard College offers the integrated studies major which allows a student to have psychology or theater as general emphases.

TEACHER CERTIFICATION

A new agreement with Mars Hill College allows students at Brevard College to pursue teacher certification in biology, chemistry, English, mathematics, social studies (9th through 12th grade) and art (kindergarten through 12th grade). By applying to the teacher education program during their sophomore year, eligible students simultaneously complete the requirements for the appropriate Brevard College B.A. degree and the coursework and student teaching requirements of Mars Hill's School of Education and Leadership. Qualified students will have an advisor at both Brevard College and Mars Hill College. The Mars Hill teacher certificate program is recognized in North Carolina and, through reciprocal agreements, in 27 other states.

ASSOCIATE IN ARTS DEGREE

The curriculum of the associate in arts degree provides students with exposure to those areas of study that are the foundations for broad-based liberal arts majors. Students who intend to major in traditional liberal arts disciplines not offered at Brevard College and who plan to transfer after two years at Brevard College should follow the requirements for the A.A., A.F.A., or A.S. degrees listed starting on page 109.

ASSOCIATE IN FINE ARTS DEGREE

Brevard College offers the associate of fine arts degree with concentrations in either art or music. Students are strongly encouraged to pursue the B.A. curriculum and remain at Brevard College to complete the baccalaureate degree; however, the College continues to offer the associate in fine arts degree for students seeking a professional degree in art or music at another institution.

Patterns of curricula in the A.F.A. programs are designed to offer the best possible preprofessional preparation in the fine arts, and the courses offered are those that transfer most readily to other senior institutions. Baccalaureate programs in the fine arts vary greatly, however, and students who plan to transfer are strongly advised to consult the catalog of the college or conservatory to which they plan to transfer. Within the general graduation requirements established by the College, adjustments can be made in the A.F.A. degree to satisfy the demands of the school to which the student intends to transfer.

Candidates for the A.F.A. degree in music have usually acquired basic competencies prior to their enrollment in the College. If this is not the case, the student may not be able to satisfy all requirements for the B.A. degree in four years or for the A.F.A. degree in two years. Students will not be admitted into the A.F.A. program in music until they are able to demonstrate basic competencies through a required audition, and they may be advised to pursue the associate in arts degree, or the associate in science degree. See page 111 for more detailed curriculum information.

ASSOCIATE IN SCIENCE DEGREE

The associate in science degree is offered for students preparing for a career in the natural sciences, or science-related fields such as medical technology and nutrition. Preprofessional programs give students a solid beginning toward careers in architecture, dentistry, engineering, forestry, medicine, nursing, occupational therapy, optometry, pharmacy, physical therapy, veterinary medicine, and others. The patterns of curricula in the A.S. programs are designed to offer the best possible preparation in the sciences, and the courses offered are those which most readily transfer to other senior institutions. See page 113 for more detailed curriculum information.

COURSE LOADS AND RESIDENCE REQUIREMENTS

The unit of credit at Brevard College is the semester hour, with most courses providing three or four hours' credit. The normal course load is 15 or 16 hours each semester. Any student whose course load falls below 12 semester hours may lose the privilege of living in the residence halls and be asked to leave campus until such time as his or her course load is brought back up to the requisite 12 semester hours. For further information on residence requirements for graduation, see page 195.

CREEKSIDE: Year-round Continuing Education and Summer Programs

CreekSide at Brevard College involves a year-round calendar of offerings encompassing a variety of intensive traditional and nontraditional academic programs, workshops, cultural events, festivals, and athletic camps for students of all ages and includes a variety of continuing education courses. An interdisciplinary and multidisciplinary program, CreekSide is intended to offer distinctive summer sessions plus an array of enrichment opportunities taught and directed by resident Brevard College professors and guest faculty throughout the year. These offerings originate on our mountain campus but may occur in many locations in the United States and abroad.

The various programs of CreekSide take full advantage of the College's beautiful residential mountain campus in a community renowned for its cultural and recreational amenities. The Village residential area and state-of-the-art Porter Center for Performing Arts have expanded the College's already fine facilities for study, recreation, and performance.

DEGREES & MAJORS

BACCALAUREATE DEGREES AND MAJORS

The bachelor of arts degree requires the completion of a minimum of 124 semester hours, including Core Requirements, Major Requirements, and any Emphasis Requirements as specified for a given major. The total of 124 semester hours also includes restricted and unrestricted electives as allowed by each major. No courses numbered 100 or lower will apply toward the bachelor of arts degree.

CORE REQUIREMENTS *for the BACHELOR of ARTS DEGREE*

Students must satisfactorily complete required hours in each area as listed below:

Area I	Language and Literature 6 Semester Hours
	English 101 and 102 or 101H and 102H
Area II	Humanities 9 Semester Hours
	<i>Select one:</i>
	REL 101, 102 3 Semester Hours
	<i>Select one:</i>
	ENG 201, 202, 203, 204, 215, 216, 281 3 Semester Hours
	<i>Select one:</i>
	ENG 201, 202, 203, 204, 215, 216, 281 3 Semester Hours
	PHI 261, 262
	REL101, 102, 202, 203, 312(331), 316(335)
	COM 110
	ANTH 201
Area III	Physical Education 2 Semester Hours
	Two activity courses from PE courses or EXSC 200
Area IV	Mathematics and Analytic Reasoning 6 Semester Hours
	Mathematics course above MAT 100 3 Semester Hours
	Select one: A second math course 3 Semester Hours
	above MAT 100*
	CSC 201, 211, 212
	PHI 105
	Foreign language at the intermediate (201 or 202) level

* If two mathematics courses are taken and one of them is MAT 111, the other must be MAT 141.

NOTE: This requirement may not be fulfilled through the foreign language AP Program or CLEP tests.

Area V	History	6 Semester Hours
	HIS 102	3 Semester Hours
	<i>Select one:</i>	
	Any other HIS prefix course	3 Semester Hours
	Any other AH prefix course	
	ART 102, 103	
	MUS 301, 302	
Area VI	Natural Sciences	8 Semester Hours
	<i>Select two laboratory courses.</i>	
Area VII	Social Sciences	3 Semester Hours
	<i>Select one:</i>	
	SOC 201	3 Semester Hours
	PLSC 201	
	ECON 201, 202	
	ANTH 201	
	PSY 201	
Area VIII	Fine Arts	3 Semester Hours
	<i>Select one:</i>	
	ART 101, 120, 125, 130, 150, 125	3 Semester Hours
	AH 101, 102	
	THE 101	
	MUS 101, 301, 302	
	ENG 207, 211	
Area IX	Environmental Studies	3 Semester Hours
	<i>Select one:</i>	
	ENV 103	3 Semester Hours
	ENV 110	3 Semester Hours
Total Required		46 Semester Hours

FOREIGN LANGUAGE: Successful study of a foreign language must occur to an intermediate level. This may be demonstrated by satisfactory completion of two semesters of study at the elementary level of the same foreign language. No hours of credit will be awarded through scores on the placement tests administered at Brevard College, although the competency requirement may be met through this option. The requirement also may be met by:

- ✦ Scoring at a level of four or above on the AP test. Students may be awarded up to 8 semester hours' credit through the AP test.
- ✦ CLEP credit. Students may be awarded up to 8 semester hours' credit through the CLEP test.

NOTE: Students who earn AP or CLEP credit may fulfill the foreign language competency requirement in this manner, but cannot fulfill the additional three-hour requirement of the academic core in Area IV—Mathematics and Analytic Reasoning in this way. International students whose first language is other than English will complete the foreign language competency requirement through completion of ENG 101 and 102.

OTHER COMPETENCIES: In addition to demonstrating competency in a foreign language, students must also demonstrate competency in fundamental mathematical skills, computer skills, and skills appropriate to the separate degrees by successfully completing appropriate courses in these areas. For example, communication competency is demonstrated by completing English 101 and the B.A. requirements.



MAJORS AND EMPHASES

DIVISION of ENVIRONMENTAL STUDIES, MATHEMATICS, and NATURAL SCIENCES

MAJORS

ECOLOGY

Optional Emphasis—Computer Science

ENVIRONMENTAL STUDIES

Optional Emphasis—Archaeology

MATHEMATICS

Optional Emphasis—Computer Science

MINORS

BIOLOGY

COMPUTER SCIENCE

ECOLOGY

ENVIRONMENTAL STUDIES

GEOLOGY

MATHEMATICS

DIVISION of EXERCISE SCIENCE and WILDERNESS LEADERSHIP

MAJORS

EXERCISE SCIENCE

Required Emphases (Select one):

Exercise Gerontology and Allied Medical Fields

Fitness Leadership

Teaching/Coaching

WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION

MINOR

WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION

DIVISION of FINE ARTS

MAJORS

ART

Optional Emphases—Allied Art, Art History, and Archaeology

MUSIC

Optional Emphases—Art, Church Music, Composition, Conducting, Jazz Studies, Theater Studies, Music Theory/History, Performance

MINORS

ART

DIVISION of HUMANITIES

MAJORS

ENGLISH

Required Emphases (Select one):

Art, Creative Writing, Environmental Journalism, History, Literary Studies, Music, Natural Sciences, Prelaw, Theater

RELIGION

DIVISION of SOCIAL SCIENCES

MAJORS

INTEGRATED STUDIES

Emphasis by choice

HISTORY

Optional Emphases—Art History and Archaeology, Environmental History
Modern American History, Music History, Southern History, 20th-Century Europe

ORGANIZATIONAL LEADERSHIP (BUSINESS)

Required Emphases (Select one):

Management and Organizational Leadership
Computer Information Systems
Small Business Leadership

MINORS

COMPUTER INFORMATION SYSTEMS
HISTORY
SMALL BUSINESS LEADERSHIP

PREPROFESSIONAL STUDIES

MINOR IN PRE-LAW

Required Emphasis (Select one):

English

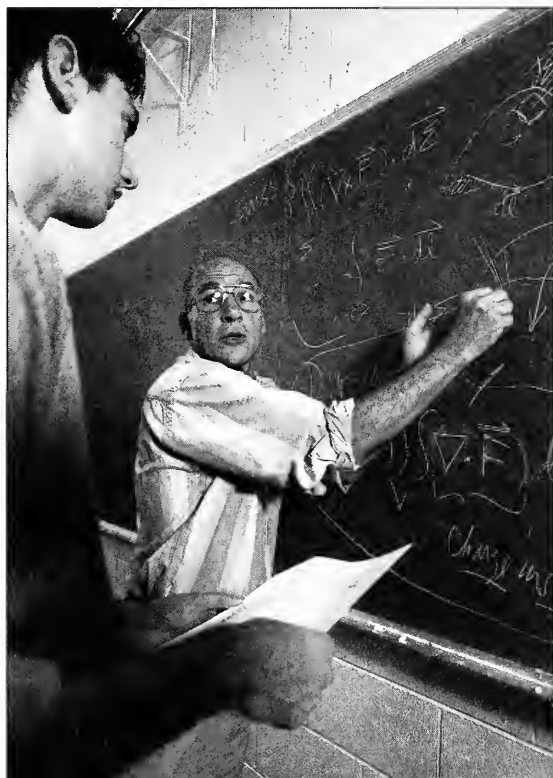
Integrated Studies

PRE-DENTISTRY, PRE-MEDICINE, PRE-VETERINARY

Courses offered in Division of Environmental Studies. Mathematics, and Natural Sciences; and Division of Exercise Science and Wilderness Leadership. Students may major in any subject and complete specific courses required by a health professional school.

Certification in Outdoor Leadership

Courses offered in the Division of Exercise Science and Wilderness Leadership



DIVISION of ENVIRONMENTAL STUDIES, MATHEMATICS, *and* NATURAL SCIENCES

The Division of Environmental Studies, Mathematics, and Natural Sciences offers majors in Ecology, Environmental Studies, and Mathematics and a wide variety of courses in ecology, biology, chemistry, physics, geology, and computer science. In a cooperative agreement with Mars Hill College, students can earn teacher certification (9–12) in biology, chemistry, and mathematics. The Environmental Studies Major serves as a prototype of interdisciplinary studies, drawing from all divisions.

FACULTY

Professors:

H. Larimore Ragsdale, Dalton Professor of Environmental Studies; chair, Division of Environmental Studies, Mathematics, and Natural Sciences; coordinator, Environmental Studies Major; director, Appalachian Center for Environmental Solutions: environmental studies, ecology, simulation modeling
 Jeffrey B. Llewellyn, Mary Emma Thornton Distinguished Service Professor of Ecology; coordinator, Ecology Major: vertebrate biology, ecology, environmental studies
 C. Clarke Wellborn, Edwin Lewis Schmidt Distinguished Service Professor of Physics and Mathematics: mathematics, statistics, physics

Associate Professors:

Theresa A. Bright: coordinator, Mathematics Major: mathematics
 Kenneth M. Duke: environmental studies, ecology
 Robert R. Glesener: ecology, evolutionary biology
 Susan L. Horn: mathematics, statistics
 Donnalld H. Lander: mathematics, statistics

Assistant Professors:

Janie Sue Brooks: environmental studies, evolutionary ecology
 Anita M. Bryant: inorganic chemistry, trace metal chemistry
 Jennifer E. Frick: invertebrate biology, ecology, environmental studies
 Jame H. Reynolds: geology

Instructors:

Ruth Daniel: mathematics
 Suzanne R. Kavli: mathematics, computer science
 Kimberly M. White: chemistry
 Scott K. Yager: physics, astronomy

Associated Faculty:

Robert A. Bauslaugh: ancient history and archaeology
 Margaret L. Brown: environmental history
 Clyde W. Carter: wilderness leadership and experiential education
 Anne P. Chapin: archaeology
 Helen C. Gift: sociology and organizational systems
 Stephen J. Martin: social ecology
 D. Timothy G. Murray: environment and art

M. Susan Schmidt: English and environmental studies

G. Thomas Tait: exercise physiology

R. Scott Sheffield: history of science

Notombi Naomi-Cecelia Tutu: developmental economics, interplay of social and environmental policies in development of southern Africa

Adjunct Faculty:

Dawn Davenport: environmental policy

Mark R. Burrows: environmental management, environmental studies

Anne T. Pittman: geology, environmental studies

Linda Paulus: biology

Kimberly Wenzel: mathematics

Ruth Y. Wetmore: archaeology

Glynda Wilkins: volunteer tutor with North Carolina Governor's Program

Laboratory Manager:

Beth Suttles: biology, ecology

MAJOR REQUIREMENTS *for the B.A. DEGREE* in ECOLOGY

B.A. CORE REQUIREMENTS—46 Semester Hours

Core Requirements must include courses in chemistry, geology, physics, and mathematics given in the Biology and Ecology Requirements below:

(Area IV: 6 Semester Hours, Area VI: 8 Semester Hours):

BIOLOGY AND ECOLOGY REQUIREMENTS—32 Semester Hours

In addition to the Core Requirements, students majoring in Ecology must complete the following biology and ecology courses:

Hours	Courses	
4	BIO 110	Principles of Biology I
4	BIO 120	Principles of Biology II
3	ECOL 240	Biodiversity
2	ECOL 494/ENV 494	Senior Project I
2	ECOL 495/ENV 495	Senior Project II
3	Select one:	
	ECOL 250	Plant Ecology
	ECOL 260	Animal Ecology
3	Select one:	
	BIO 310	Environmental Physiology
	BIO 320	Genetics
	BIO 330	Evolutionary Biology

- | | | |
|---|--|------------------------|
| 3 | <i>Select one:</i> | |
| | ECOL 350 | Terrestrial Ecosystems |
| | ECOL 360 | Aquatic Ecosystems |
| 3 | <i>Select two:</i> | |
| | BIO 381 | Trees and Shrubs |
| | BIO 382 | Fungi and Lichens |
| | BIO 383 | Mosses and Ferns |
| | BIO 384 | Wildflowers |
| | BIO 385 | Invertebrates |
| | BIO 386 | Fish and Amphibians |
| | BIO 387 | Reptiles and Mammals |
| | BIO 388 | Birds |
| 5 | <i>Select any biology or ecology courses</i> | |

MATHEMATICS & NATURAL SCIENCE REQUIREMENTS—31 Semester Hours

In addition to the Core Requirements and Biology and Ecology Requirements, students majoring in Ecology must complete the following mathematics and natural sciences courses:

Hours	Courses	
4	CHE 103	Principles of Chemistry I
4	CHE 104	Principles of Chemistry II
4	<i>Select one:</i>	
	CHE 201	Organic Chemistry I
	CHE 301	Biochemistry
4	GEOL 101	Introduction to Physical Geology
4	MAT 121	Elementary Functions with Trigonometry
3	<i>Select one:</i>	
	MAT 131	Calculus for Business and the Applied Sciences
	MAT 141	Probability and Statistics
	MAT 211	Analytic Geometry and Calculus I
4	PHYS 103	General Physics I
4	PHYS 104	General Physics II

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

REQUIREMENTS FOR AN EMPHASIS IN COMPUTER SCIENCE—18 Semester Hours

In addition to the above requirements, Ecology majors can earn an emphasis in computer science by completing the following:

Hours	Courses	
4	CSC 211	Structured Programming I
4	CSC 212	Structured Programming II
4	CSC 201	Data Structures
3	CSC 203	Computer Architecture

3	<i>Select one:</i>	
	CIS 300	Systems Analysis
	CIS 340	Data Base Management
	ECOL/ENV 340	Behavior of Model Systems

MAJOR REQUIREMENTS *for the B.A. DEGREE* in ENVIRONMENTAL STUDIES

B.A. CORE REQUIREMENTS—46 Semester Hours

MAJOR REQUIREMENTS—56 Semester Hours

In addition to the Core Requirements, students majoring in Environmental Studies must complete the following Major Requirements:

Hours	Courses	
3	<i>Select one:</i>	
	ART 150	3-D Design
	ART 120	Drawing I
	ART 260	Photography I
4	BIO 110	Principles of Biology I
4	<i>Select one:</i>	
	CHE 101	General Chemistry I
	CHE 103	Principles of Chemistry I
3	ECON 201	Macroeconomics
3	ENG/COM 302	Environmental Communications
3	ENV 110	Introduction to Environmental Studies
3	ENV 301	Environmental Policy
3	WLEE 101 <i>or</i>	Outdoor Education
	WLEE 102	Outdoor Leadership and Group Dynamics
		<i>plus two PE courses numbered in the 150s</i>
4	GEOL 101	Introduction to Physical Geology
4	GEOL 201	Environmental Geology
3	MAT 141	Probability and Statistics
1	PSY/SWK 105	Personal Ecology
1	PSY/SWK 206	Human Group Environments
3	PSY/SWK 307	Community and the Environment
3	<i>Select one:</i>	
	HIS 301	History of Modern Science
	HIS 302	Environmental History
3	ENV 380	Environmental Seminar
2	ENV 394	Internship I
2	ENV 395	Internship II
2	ENV 494	Senior Project I
2	ENV 495	Senior Project II

RESTRICTED ELECTIVES—15 Semester Hours

Select a minimum of 15 semester hours from the following 4 groups, including at least one course per group:

1. Environmental Studies:

Hours	Courses	
3	ENG 215	Wilderness Literature
3	ENG 216	Literature of the Environment
3	ENV 330	Environment and Spirituality
3	ENV/ARCH 201	Principles of Archaeology
3	ENV/ECOL 340	Behavior of Model Systems
3	ENV/ECOL 410	Human Ecology
3	ENV/SOC 325	Population and Contemporary Social Issues

2. Psychology–Sociology:

Hours	Courses	
3	ANTH 201	Principles of Anthropology
3	ARCH/ENV 111	Man and the Environment in Antiquity
3	PSY 201	General Psychology
3	SOC 201	Principles of Sociology
3	SOC 310	Social Science Research Methods

3. Science:

Hours	Courses	
4	Select one:	
	BIO 120	Principles of Biology II
	<i>or any biology course above BIO 120 except BIO 210 and BIO 220</i>	
2	ENV 290	Surface Water Hydrology
4	Select one:	
	CHE 102	General Chemistry II
	CHE 104	Principles of Chemistry II
	<i>or any chemistry course above CHE 104</i>	
4	Select one:	
	MAT 131	Calculus for Business and the Applied Sciences
	<i>or any mathematics course above MAT 131</i>	
	Select one:	
4	PHYS 101	Concepts of Physics
4	PHYS 102	Astronomy and Lab
3	PHYS 204	Cosmology
	<i>or any physics course above PHYS 102</i>	

4. Government—Economy—History:

Hours	Courses	
3	ORG 304	Legal Environment of Business
3	ECON 200	Introduction to Economics
3	ECON 202	Microeconomics
3	HIS 301	History of Modern Science
	<i>(if HIS 302 selected as a required course)</i>	
	or HIS 302	Environmental History
	<i>(if HIS 301 selected as a required course)</i>	
3	HIS 110	Global History
3	HIS 223	History of Southeastern Native Americans
3	PLSC 201	American Government

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours**REQUIREMENTS FOR AN OPTIONAL EMPHASIS IN
ARCHAEOLOGY —15 Semester Hours**

In addition to the Core Requirements and Major Requirements for Environmental Studies, students who want an optional emphasis in Archaeology must complete the following requirements:

Hours	Courses	
3	ANTH 201	Principles of Archaeology
3	<i>Select one:</i>	
	ARCH 111/ENV 111	Man and the Environment in Antiquity
	<i>Select two:</i>	
6	AH/ARCH 221	Art and Archaeology of Ancient Egypt
	AH/ARCH 222	Art and Archaeology of the Greek Bronze Age
	AH/ARCH 223	Art and Archaeology of Ancient Greece
	AH/ARCH 224	Art and Archaeology of Ancient Italy and the Roman Empire
3	AH/ARCH 321	Seminar in Art History and Archaeology

MAJOR REQUIREMENTS for the B.A. DEGREE in MATHEMATICS

3.A. CORE REQUIREMENTS—46 Semester Hours

MAJOR REQUIREMENTS—44 Semester Hours

In addition to the Core Requirements, students majoring in Mathematics must complete the following required courses and restricted electives:

REQUIRED COURSES—32 Semester Hours

Hours	Courses	
3	MAT 200	Discrete Mathematics
4	CSC 211	Structured Programming I
12	MAT 211, 221, 231	Calculus and Analytic Geometry I, II, III
3	MAT 341	Linear Algebra
3	MAT 351	Differential Equations
3	MAT 361	Modern Algebra
3	MAT 411	Real Analysis
1	MAT 450	Seminar

RESTRICTED ELECTIVES—12 Semester Hours

Select from MAT or CSC. Electives may include no more than one course in computer science; MAT electives must be at the 400 level; ECOL/ENV 340 can serve as a MAT elective.

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

MAT 141, Probability and Statistics, is strongly recommended as an unrestricted elective.

REQUIREMENTS FOR AN OPTIONAL EMPHASIS IN COMPUTER SCIENCE—18 Semester Hours

In addition to the Core Requirements and the Major Requirements for Mathematics, students who want an optional emphasis in Computer Science must complete the following Emphasis Requirements:

Hours	Courses	
4	CSC 211	Structured Programming I
4	CSC 212	Structured Programming II
4	CSC 201	Data Structures
3	CSC 203	Computer Architecture

Select one:

CIS 300	Systems Analysis and Design
CIS 340	DataBase Management
ECOL/ENV 340	Behavior of Model System

Minors

REQUIREMENTS FOR A MINOR IN BIOLOGY—23 Semester Hours

BIO 110 and BIO 120 may meet Core Requirements, Area VI.

Hours	Courses
4	BIO 110 Principles I
4	BIO 120 Principle II
3	BIO 320 Genetics
3	ECOL 240 Biodiversity
3	<i>Select one:</i>
	ECOL 250 Plant Ecology
	ECOL 260 Animal Ecology
	ECOL 350 Terrestrial Ecology
	ECOL 360 Aquatic Ecology
3	<i>Select one:</i>
	BIO 310 Environmental Physiology
	BIO 330 Evolutionary Biology
3	<i>Select two of the following field courses:</i>
	BIO 381 Trees and Shrubs
	BIO 382 Fungi and Lichens
	BIO 383 Mosses and Ferns
	BIO 384 Wildflowers
	BIO 385 Invertebrates
	BIO 386 Fishes and Amphibians
	BIO 387 Reptiles and Mammals
	BIO 388 Birds

REQUIREMENTS FOR MINOR IN COMPUTER SCIENCE—24 Semester Hours

CSC 211 and MAT 200 may meet Core Requirements Area IV.

Hours	Courses
4	CSC 211 Structured Programming I (formerly CSC 103)
4	CSC 212 Structured Programming II (formerly CSC 104)
4	CSC 310 Data Structures (formerly CSC 201)
3	MAT 200 Discrete Mathematics
3	CIS 220 Exploring the Internet
3	<i>Choose any one CIS course 300-level or above</i>

NOTE: MAT 101, 111, 121, 131, and CIS courses cannot be counted toward the Mathematics Minor

REQUIREMENTS FOR A MINOR IN ECOLOGY—21 Semester Hours

BIO 110, 120 may meet Core Requirements, Area VI.

Hours	Courses	
4	BIO 110	Principles of Biology I
4	BIO 120	Principles of Biology II
3	ECOL 240	Biodiversity
3	<i>Select one:</i>	
	ECOL 250	Plant Ecology
	ECOL 260	Animal Ecology
3	<i>Select one:</i>	
	ECOL 350	Terrestrial Ecosystems
	ECOL 360	Aquatic Ecosystems
3	<i>Select two:</i>	
	BIO 381	Trees and Shrubs
	BIO 382	Fungi and Lichens
	BIO 383	Mosses and Ferns
	BIO 384	Wildflowers
	BIO 385	Invertebrates
	BIO 386	Fish and Amphibians
	BIO 387	Reptiles and Mammals
	BIO 388	Birds
1	<i>Select from any biology or ecology course</i>	

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES

The Environmental Studies Minor requires a minimum of 17 semester hours of adviser-approved coursework. The minor is specifically designed to be flexible and contribute meaningful interdisciplinary breadth to the student's major. Students desiring this minor must develop an approved course selection with an Environmental Studies faculty member. Since each division of the College has Environmental Studies faculty, students can access an Environmental Studies advisor within the division supporting their major or from the list of Environmental Studies Faculty. The minor consists of four specific courses selected as part of the Area requirements for the B.A. degree, three courses selected from the restricted list of six courses, and three courses chosen from the elective list.

Select these courses as part of the Core Requirements for the Bachelor of Arts Degree

Hours	Course		
3	ENG 216	Area II	Literature of the Environment
4	BIO 110	Area VI	Introduction to Organisms, Ecology, Evolution
4	GEO 101	Area VI	Introduction to Geology
3	ENV 110	Area IX	Introduction to Environmental Studies

Minor Courses—Restricted List —8–10 Semester Hours*Select three:*

ARCH 201	Principles of Archaeology
ANTH 201	Principles of Anthropology
ENV 330	Environment and Spirituality
ECOL 240	Biodiversity
HIS 301	History of Modern Science
HIS 302	Environmental History
PSY/SWK 105	Personal Ecology
and PSY/SWK 206	Human Group Environments

Minor Courses—Elective List —8–12 Semester Hours*Select three:*

ARCH 201	Principles of Archaeology
ANTH 201	Principles of Anthropology
<i>Any CHE course</i>	
ECOL 240	Biodiversity
ECOL 250	Plant Ecology
ECOL 260	Animal Ecology
ECOL 350	Terrestrial Ecosystems
ECOL 360	Aquatic Ecosystems
ENG 215	Wilderness Literature
ENG 302	Environmental Policy
ENV 290	Surface Water Hydrology
ENV 301	Environmental Policy
ENV 330	Environment and Spirituality
ENV/ECOL 340	Behavior of Model Systems
GEOL 201	Environmental Geology
HIS 110	Global History
HIS 223	History of Southeastern Native Americans
HIS 301	History of Science
HIS 302	Environmental History
PHYS 101	Concepts of Physics
PSY/SWK 105	Personal Ecology
and PSY/SWK 206	Human Group Environments
PSY/SWK 307	Community and the Environment
SOC 201	Principles of Sociology
SOC 310	Social Science Research Methods

REQUIREMENTS FOR MINOR IN GEOLOGY—20 Semester Hours

GEOL 101 and GEOL 105 may meet Core Requirements, Area VI.

Hours	Courses	
4	GEOL 101	Physical Geology
4	GEOL 105	Historical Geology
4	GEOL 210	Mineralogy
8	<i>Select two:</i>	
	GEOL 201	Environmental Geology
	GEOL 310	Structural Geology
	GEOL 212	Geomorphology

REQUIREMENTS FOR MINOR IN MATHEMATICS—18 Semester Hours

Students other than Mathematics majors may earn a Mathematics Minor by completing the following Minor Requirements in addition to the B.A. Core Requirements and the student's respective Major Requirements:

CSC 211 and MAT 211, 221, and 341 may meet Core Requirements, Area IV.

Hours	Courses	
4	MAT 211	Analytic Geometry and Calculus I
4	MAT 221	Analytic Geometry and Calculus II
3	MAT 341	Linear Algebra
4	CSC 211	Structured Programming
3	One additional MAT course at or above the 200 level	

NOTE: MAT 101, 111, 121, 131, and CIS courses cannot be counted toward the Mathematics Minor.

DIVISION of EXERCISE SCIENCE and WILDERNESS LEADERSHIP

The Division of Exercise Science and Wilderness Leadership offers bachelor of arts degrees in Exercise Science and in Wilderness Leadership and Experiential Education. The division is made up of faculty in exercise science, health, physical education, and wilderness leadership and experiential education.

FACULTY

Professors

- G. Thomas Tait, Otilly Welge Seese Distinguished Service Professor of Exercise Science and Coaching; chair, Division of Exercise Science and Wilderness Leadership; coordinator, Exercise Science Major: exercise science, exercise physiology, sport pedagogy
- Norman L. Witek, coordinator, Coaching/Teaching Emphasis: health and physical education, sport pedagogy
- Mary K. White: Visiting Assistant Professor of Exercise Science and Physiology; Director of Fitness Appraisal Laboratory: exercise physiology, fitness appraisal, anatomy, physiology

Assistant Professors

- Clyde W. Carter, director of the School of Wilderness Education: recreation, wilderness leadership, and experiential education

Instructors

- Nancy G. Ballinger: dance, aquatics, health
- Harry W. (Tadd) Connor: physical education, women's basketball coach, assistant softball coach
- Amanda Degelsmith: experiential and adventure education, psychology, outdoor and adventure skills
- Robert Dye: coordinator, Wilderness Leadership and Experiential Education Major: adventure challenge programs, counseling at-risk youth, adventure recreation
- Kelly A. Jones, Head Coach of Women's Softball: exercise science
- Beth Russo: outdoor recreation and education, counseling at-risk adolescents, challenge course programs
- Andrew M. Schaefer, Head Coach of Men's Soccer: physical education
- Sheila D. Simmons, Head Coach of Women's Basketball: physical education
- Brenda Skeffington, Head Coach of Women's Volleyball and Director of Intramurals: exercise science

Associated Faculty:

- Winford A. Gordon: sports psychology, wilderness leadership, whitewater sports, co-leader of 1997 Voice of the Rivers expedition
- M. Susan Schmidt: environmental and wilderness literature
co-leader of 1999 Voice of the Rivers expedition

Adjunct Faculty:

- G. Ruffin Benton III, M.D.: sports medicine
- Angus W. Graham III, M.D.: orthopedic medicine
- Harvey Dorfman: sports psychology

MAJOR REQUIREMENTS for the B.A. DEGREE in EXERCISE SCIENCE

B.A. CORE REQUIREMENTS—46 Semester Hours

Students majoring in Exercise Science must complete COM 110, EXSC 200, and PSY 201 within the Core Requirements.

MAJOR REQUIREMENTS—35 Semester Hours

In addition to the Core Requirements, students majoring in Exercise Science must complete the following Major Requirements:

Hours	Courses	
4	BIO 210	Human Anatomy and Physiology I
4	BIO 220	Human Anatomy and Physiology II
3	EXSC 110	Introduction to Exercise Science
3	WLEE 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership
3	EXSC 310	Exercise Physiology
3	EXSC 311	Fitness Appraisal
3	EXSC 312	Sports Nutrition and Wellness Issues
3	EXSC 330	Introduction to Sports Medicine
2*	HLT 202	First Aid and CPR
3	PHI/REL 202	Introduction to Ethics
3	PHYS 101	Concepts of Physics

*NOTE: Requirement waived with documentation of current certifications in first aid and adult CPR.

REQUIRED EMPHASIS—Choose at Least One of the Following Emphases:

EMPHASIS IN EXERCISE GERONTOLOGY AND ALLIED MEDICAL FIELDS —19 Semester Hours

In addition to the Core Requirements and Major Requirements for Exercise Science, students must complete the following Emphasis Requirements for Exercise Gerontology and Allied Medical Fields:

Hours	Courses	
3	EXSC 211A	Special Topics (1-3)
	and/or EXSC 399A	Independent Studies (1-3)
1	EXSC 215A	Directed Observation Practicum
3	EXSC 315A	Leadership Practicum
12	EXSC 415A	Senior Internship

EMPHASIS IN FITNESS LEADERSHIP—19 Semester Hours

In addition to the Core Requirements and Major Requirements for Exercise Science, students must complete the following Emphasis Requirements for Fitness Leadership:

Hours	Courses	
1	EXSC 215F	Directed Observation Practicum
3	EXSC 315F	Leadership Practicum
3	EXSC 340	Teaching/Coaching Methods
12	EXSC 415F	Senior Internship

EMPHASIS IN TEACHING/COACHING—27 Semester Hours

In addition to the Core Requirements and Major Requirements for Exercise Science, students must complete the following Emphasis Requirements for Teaching/Coaching:

Hours	Courses	
1	EXSC 215T	Directed Observation Practicum
2	EXSC 240	Introduction to Theories & Techniques of Coaching
3	EXSC 315T	Leadership Practicum
3	EXSC 340	Teaching/Coaching Methods
12	EXSC 415T	Senior Internship
3	PSY 203	Adolescent Growth & Development
3	PSY 350	Sports Psychology

Restricted Electives—6 Semester Hours

Hours	Courses	
	<i>Select two:</i>	
3	ENV 330	Environment and Spirituality
3	WLEE 101	Outdoor Education
3	WLEE 330	Camp Counseling
3	WLEE 340	Camp Administration and Programming
3	WLEE 402	Ethics of Wilderness Leadership and Experiential Education

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours**MINORS****REQUIREMENTS FOR A MINOR IN COACHING—21 Semester Hours**

Hours	Courses	
2	HLT 202	First Aid/CPR
3	EXSC 110	Introduction to Exercise Science
1	EXSC 211T	Selected Topics
1	EXSC 215T	Directed Observation Practicum

2	EXSC 240	Introduction to Theories & Techniques of Coaching
3	WLEE 305	Legal Issues in Exercise Science
3	EXSC 312 or EXSC 310	Sports Nutrition & Wellness Issues Exercise Physiology
3	EXSC 315	Leadership Practicum
3	EXSC 340	Teaching/Coaching Methods

* Additional recommended courses:

Natural Sciences:

BIO 210	Human Anatomy and Physiology I
BIO 220	Human Anatomy and Physiology II

Physical Education:

EXSC 200	Fitness Activities
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REQUIREMENTS FOR A MINOR IN FITNESS LEADERSHIP—21

Semester Hours

2	HLT 202	First Aid/CPR
3	EXSC 110	Introduction to Exercise Science
1	EXSC 215F	Directed Observation Practicum
3	WLEE 305	Legal Issues in Exercise Leadership
3	EXSC 310	Exercise Physiology
3	EXSC 311	Fitness Appraisal
3	EXSC 312	Sports Nutrition & Wellness Issues
3	EXSC 315F	Leadership Practicum

*Additional recommended courses:

Natural Sciences:

BIO 210	Human Anatomy and Physiology I
BIO 220	Human Anatomy and Physiology II

Physical Education:

EXSC 200	Fitness Activities
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REQUIREMENTS FOR A MINOR IN PERSONAL FITNESS—21

Semester Hours

3	WLEE 101	Introduction to Outdoor Education
2	HLT 202	First Aid/CPR
2	EXSC 200	Fitness Activities
1	EXSC 211 A/F/T	Selected Topics*
3	EXSC 110	Introduction to Exercise Science
3	EXSC 312	Sports Nutrition & Wellness Issues
3	PE	Selected Activities**
1	PSY 105	Personal Ecology
3	PSY 250	Sports Psychology

*Select one semester hour from EXSC 211A, EXSC 211F, or EXSC 211T

**The three selected activities must be chosen from three different categories: basic conditioning, individual sports, wilderness leadership, dance, team sports, and aquatics.

MAJOR REQUIREMENTS *for the* B.A. DEGREE in WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION

B.A. CORE REQUIREMENTS—46 Semester Hours

Students majoring in Wilderness Leadership & Experiential Education must complete BIO 110, ENV 110, and ENG/WLEE 215* within the Core Requirements.

MAJOR REQUIREMENTS—36 to 46 Semester Hours

In addition to the Core Requirements, students majoring in Wilderness Leadership & Experiential Education must complete the following Major Requirements:

Hours	Courses	
3	WLEE 101	Introductin to Outdoor Education
3	WLEE 200*	Group Dynamics and Leadership
3	WLEE 250*	Wilderness First Aid
1-6	WLEE 301	Wilderness/Experiential Education Practicum
1-6	WLEE 302	Wilderness/Experiential Education Internship
3	WLEE 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership
3	WLEE 350*	Wilderness Expedition
3	WLEE 402	Ethics of Wilderness and Experiential Education
3	WLEE 405	Seminar: Open Topics
4	Skill Classes:	Select four: PE 134, 135, 139, 140, 151, 152, 153, 155, 157, 158, 159, 182
3	PSY 260	Psychological Issues of Experiential Education

*Only offered in the Immersion Semester.

RESTRICTED Electives —3 Semester Hours

Select from the following:

Hours	Courses	
2	WLEE 202	Water Safety Instructor
3	WLEE 330	Camp Counseling
3	WLEE 340	Camp Administration and Programming
1	PSY/SWK 105	Personal Ecology
3	PSY/SWK 307	Community and the Environment
3	ENV 330	Environment and Spirituality
	WLEE 404	Philosophers of Experiential Education
3	WLEE 407	Challenge Course Administration and Facilitation
1-3	WLEE 420	Special Topics

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

REQUIREMENTS FOR A MINOR IN WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION—21 Semester Hours

Students other than Wilderness Leadership and Experiential Education majors may earn a minor in Wilderness Leadership and Experiential Education by completing one of the two following lists of Minor Requirements:

OPTION 1—21 Semester Hours**Hours Courses**

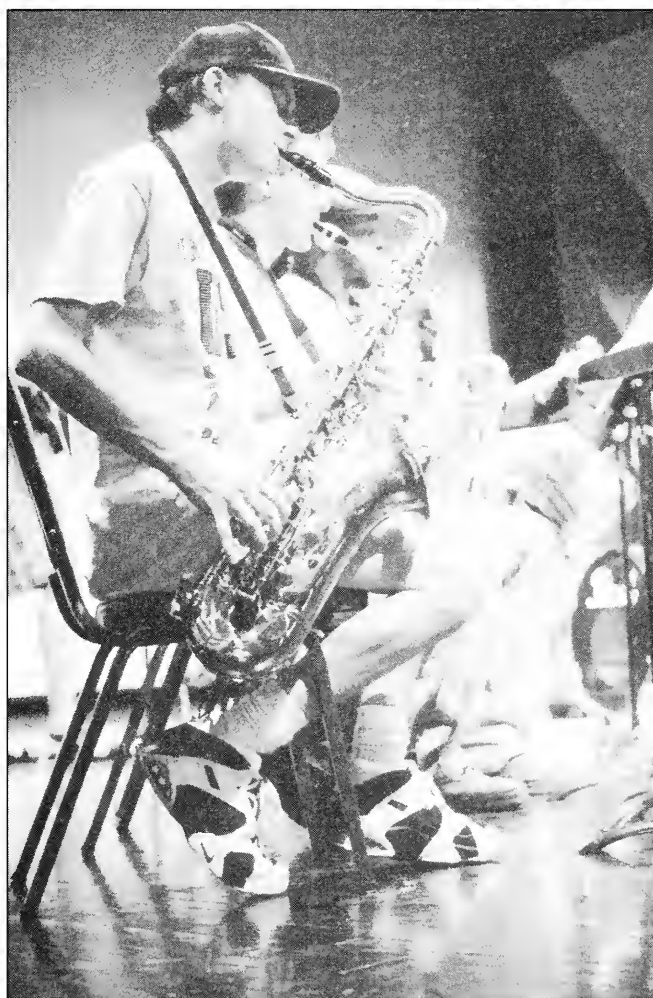
3	WLEE 101	Outdoor Education
18		The Immersion Semester:
3	WLEE 200	Group Dynamics and Leadership
3	ENG/WLEE 215	Wilderness Literature
3	WLEE 250	Wilderness First Aid
3	WLEE 310	Outdoor Pursuits Education: Water-Based
3	WLEE 320	Outdoor Pursuits Education: Land-Based
3	WLEE 350	Wilderness Expedition

OPTION 2—21 Semester Hours**Hours Courses**

3	WLEE 101	Introduction to Outdoor Education
1	WLEE 102	Group Dynamics
3	WLEE 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership
3	WLEE 402	Ethics of Wilderness Leadership and Experiential Education
2	<i>Select any 2 of the following 1 hour courses:</i>	
	PE 134	Horseback Riding
	PE 135	Advanced Horseback Riding
	PE 139	Snow Skiing
	PE 140	Advanced Snow Skiing
	PE 151	Canoeing
	PE 152	Basic Rock Climbing
	PE 153	Mountaineering
	PE 155	Kayaking
	PE 157	Backpacking
	PE 158	Mountain Biking
	PE 159	Sea Kayak Touring
	PE 182	Advanced Rock Climbing
9	<i>Select any combination of the following 3 hour courses:</i>	
	WLEE 202	Water Safety Instructor
	WLEE 330	Camp Counseling
	WLEE 340	Camp Administration and Programming
	PSY/SWK 105	Personal Ecology
	PSY/SWK 307	Community and the Environment
	ENV 330	Environment and Spirituality
	WLEE 303	Philosophers of Experiential Education
	WLEE 407	Challenge Course Administration and Facilitation

Hours Courses3 *(continued from previous page):*

PSY 260	Psychological Issues of Experiential Education
ENV 301	Environmental Policy
ECOL 240	Biodiversity
ECOL 250	Plant Ecology
ECOL 260	Animal Ecology
ECOL 350	Terrestrial Ecosystems
ECOL 360	Aquatic Ecosystems
Voice of the Rivers Course Credits	



DIVISION *of* FINE ARTS

The Division of Fine Arts offers majors in the fields of music and art with a variety of specialized emphases and also offers courses that fulfill general course requirements for the bachelor of arts degree for majors in other disciplines. In a cooperative agreement with Mars Hill College, students can earn teacher certification (K-12) in art. The Division of Fine Arts consists of the faculties of art, music and theater.

FACULTY

Professors

- S. Kay Hoke, chair, Division of Fine Arts; Coordinator; Music Major: theory, history and literature of opera
- Laura P. McDowell, director, Cullowhee Consort: music history, piano
- D. Timothy G. Murray, Edward W. Seese Distinguished Service Professor of Art; coordinator, Art Major; director, Sims Art Center: sculpture, 3-D design, modern art history

Associate Professors:

- William B. Byers, Jr: photography, painting
- Alfred J. Calabrese, director, Institute for Sacred Music, Collegiate Singers, Chamber Chorale: conducting, choral literature, sacred music
- Patricia L. Robinson, conductor, Brevard Chamber Singers: music theory, piano

Assistant Professor

- Anne P. Chapin: art history and archaeology, Minoan art
- Paul Elwood: composition, theory, electronic music
- Christopher Harding: piano, music literature
- David S. Kirby, director, Bands: clarinet, oboe, bassoon
- Laura Phillips: director, Percussion Ensemble: percussion, music history
- M. Jo Pumphrey, Assistant Dean of Academic Affairs: painting, drawing
- Ruth L. Still, conductor, Brass Ensemble: brass
- Robert A. White, director, Morrison Playhouse: theater studies

Instructors

- Mollie Doctrow: printmaking, graphic design
- Jon K. Gudmundson, director, Jazz Studies; conductor, Jazz Ensemble: saxophone, jazz theory
- Kristi Whitten: voice, vocal diction

Associated Faculty

- Thomas J. Bell: religion, sacred music studies

Artist Affiliates

- Matthew Anderson (low brass), Dixon Brady (drawing, painting, graphic design), Roger Cope (guitar), Rita J. Hayes (flute), Janet C. Kelly (staff accompanist), Terri Godfrey (ceramics), Yuki Harding (oboe), Katherine Palmer (staff accompanist),

Vance Reese (organ, sacred music), Stephen C. Spence (voice, theory), Paul Statsky (violin), Joan Yarbrough (class piano)

Faculty Emeriti

J. Patricia Batchelor: music theory

L. Virginia Tillotson, Mary Emma Thornton Distinguished Service Professor of Music
Emerita: music theory

G. Larry Whatley, Iva Buch Seese Distinguished Professor of Music Theory *Emeritus*:
music theory

MAJOR REQUIREMENTS for the B.A. DEGREE in ART

All students who elect an Art Major, must submit illustrations of artwork, produced previously, for review by faculty who will approve admission to the Art Major curriculum.

B.A. CORE REQUIREMENTS—46 Semester Hours

MAJOR REQUIREMENTS—19 Semester Hours

In addition to the Core Requirements, students majoring in Art must complete the following Major Requirements:

Hours	Courses	
3	AH 101	Art History I
3	AH 102	Art History II
1	ART 112	Introduction to Visual Arts
3	ART 120	Drawing I
3	<i>Select one:</i>	
	ART 121	Drawing II
	ART 125	Life Drawing
	ART 130	2-D Design
	ART 150	3-D Design

RESTRICTED ELECTIVES—30 Semester Hours of additional art courses and 6 Semester hours of additional art history courses (not including AH 101 and AH 102).

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

This total includes hours earned in meeting the requirements of an optional emphasis.

OPTIONAL EMPHASES—15–18 Semester Hours

Students majoring in Art may earn an optional emphasis in one of the following areas:

REQUIREMENTS FOR OPTIONAL EMPHASIS IN ALLIED ARTS—18 Semester Hours

In addition to the Core Requirements and Major Requirements for Art, students

must complete the following Emphasis Requirements for Allied Arts—18 additional hours in four areas, with a minimum of 3 credit hours in each of any three areas:

Music	Theater	Dance	Writing
ENS 188	THE 101	PE 161	ENG 207
ENS 190	THE 102	PE 163	JOUR 101
ENS 193	THE 104	PE 164	THE 204
MUS 101	THE 105	PE 168	
MUS 102	THE 106	PE 169	
MUS 107	THE 107		
MUS 110	THE 201		
MUS 200	THE 202		
	THE 203		

REQUIREMENTS FOR OPTIONAL EMPHASIS IN ART HISTORY AND ARCHAEOLOGY—15 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Art History and Archaeology:

Hours	Courses
6	AH 101 Art History I AH 102 Art History II
3	<i>Select one:</i> AH 120 Survey of Ancient Art AH 130 Survey of Medieval Art AH 140 Survey of Renaissance and Baroque Art AH 150 Survey of Modern Art
3	<i>Select one:</i> AH 221 Art and Archaeology of Ancient Egypt AH 222 Art and Archaeology of the Greek Bronze Age AH 223 Art and Archaeology of Ancient Greece AH 224 Art and Archaeology of Ancient Italy and the Roman Empire ARCH 201 Principles of Archaeology
3	<i>Select one:</i> AH 321 Progressive Studies in the Art & Archaeology of Ancient Egypt AH 322 Progressive Studies in the Art and Archaeology of the Greek Bronze Age AH 323 Progressive Studies in the Art and Archaeology of Ancient Greece AH 324 Progressive Studies in the Art and Archaeology of Ancient Italy and the Roman Empire AH 353 Seminar in Modern Art

REQUIREMENTS FOR OPTIONAL EMPHASIS IN ART—18 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Art:

Hours	Courses	
3	AH 101	Art History I
3	AH 102	Art History II
3	ART 120	Drawing I
3	ART 130	2-D Design
3	ART 150	3-D Design
3	<i>Select one:</i>	
	ART 121	Drawing II
	ART 125	Life Drawing I

MAJOR REQUIREMENTS *for the B.A. DEGREE* *in MUSIC*

The Division of Fine Arts offers a bachelor of arts degree in Music with additional emphases in the following areas: Art, Arts Management, Church Music, Composition, Conducting, Jazz Studies, Music Education, Theater Studies, Theory/History, and Vocal/Instrumental Performance. The division has held membership in the National Association of Schools of Music since 1967.

All students who elect a Music Major must pass an audition/interview before admission to the Music Major curriculum.

B.A. CORE REQUIREMENTS—46-54 Semester Hours

MAJOR REQUIREMENTS—55 Semester Hours

In addition to the Core Requirements, students majoring in Music must complete the following Major Requirements:

Hours	Courses	
3	MUS 103	Harmony I
3	MUS 104	Harmony II
1	MUS 105	Sight-singing/Dictation I
1	MUS 106	Sight-Singing/Dictation II
3	MUS 107	Intro to Music Literature
1	MUS 121	Class Piano I
1	MUS 123	Class Piano II
3	MUS 203	Harmony III
3	MUS 204	Harmony IV
1	MUS 205	Sight-singing/Dictation III
1	MUS 206	Sight-singing/Dictation IV
3	MUS 301	Music History I
3	MUS 302	Music History II
3	MUS 303	Twentieth-Century Music
3	MUS 305	Form and Analysis
12	APM Applied Study on an instrument or in voice—131, 133, 231, 233, 331, 333. Sequence must be begun by sophomore year to achieve a minimum of 12 hours.	

- 6 ENS Ensemble—major ensembles are defined as Symphonic Winds, Jazz Ensemble, and Concert Choir. Music majors are required to participate in a major ensemble each semester. Additional credits come from other ensembles, some of which are specific to a student's principal instrument (e.g., voice principals participate in Chamber Chorale, brass players participate in Brass Choir, pianists in Accompanying, etc.).

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

This total includes the hours earned in meeting the requirements of an optional emphasis.

ADDITIONAL REQUIREMENTS

Voice majors also take MUS 108 (Vocal Diction I) and MUS 109 (Vocal Diction II). MUS 121 (Class Piano I) and MUS 123 (Class Piano II). All music majors must pass the piano competency test (the final exam for MUS 123). During orientation week, students take a piano placement test that determines whether they must enroll in MUS 121 or MUS 123 or if they are exempt from both courses.

RECITAL ATTENDANCE

Regular attendance at artistic performances is a vital part of a music major's education. Attendance at each Wednesday afternoon student recitals or studio classes is required each semester along with eight other approved events. Students who matriculated before Fall of 1999 have the option of fulfilling this requirement through registration for RCT 101 (up to 2 credit hours); for all others, recital attendance is a graduation requirement.

OPTIONAL EMPHASES—16–19 Semester Hours

Students majoring in Music may earn an optional emphasis in one of the following areas.

REQUIREMENTS FOR OPTIONAL EMPHASIS IN CHURCH MUSIC—18 Semester Hours

Students enrolled in the Emphasis in Church Music are required each year to attend the Blackard Lecture in Sacred Music and three of four "Saturday Soundings" to be chosen in consultation with the director of the Institute for Sacred Music. In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Church Music:

Hours	Courses	
3	MUS 330	Conducting
3	MUS 335	Church Music Methods
3	MUS 336	Church Music Literature
3	MUS 430	Church Music Practicum
3	REL 331	Christian Worship
3	REL 335	Christian Tradition and the Arts

**REQUIREMENTS FOR OPTIONAL EMPHASIS IN COMPOSITION —
12 Semester Hours**

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Composition:

Hours	Courses	
4	MUS 184, 185	Composition I, II
1	MUS 200	Electronic Music
3	MUS 304	Counterpoint
3	MUS 306	Orchestration
4	MUS 384, 385	Composition III, IV
1	MUS 484	Recital (Senior Year)

**REQUIREMENTS FOR OPTIONAL EMPHASIS IN CONDUCTING—
15 Semester Hours**

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Conducting:

Hours	Courses	
3	MUS 306	Orchestration
3	MUS 330	Conducting
3	<i>Select one:</i>	
	MUS 331	Instrumental Conducting
	MUS 332	Choral Conducting
	MUS 308	Topics in Music Literature

**REQUIREMENTS FOR OPTIONAL EMPHASIS IN JAZZ STUDIES—
15 Semester Hours**

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Jazz Studies:

Hours	Courses	
3	MUS 207	Jazz Theory/ Improvisation I
3	MUS 208	Jazz Theory/Improvisation II
3	MUS 201J	Jazz History
3	MUS 306	Orchestration

Select 3 additional semester hours from the following:

.5	ENS 186	Jazz Combo
.5	ENS 187	Jazz Guitar Ensemble
.5	ENS 194	Jazz Ensemble
2	MUS 184	Composition I
2	MUS 185	Composition II
1	MUS 200	Electronic Music
3	MUS 330	Conducting

REQUIREMENTS FOR OPTIONAL EMPHASIS IN MUSIC EDUCATION—25 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Music Education:

Hours	Courses
1	MUS 210 Brass Methods
1	MUS 211 Woodwinds Methods
1	MUS 212 Percussion Methods
1	MUS 213 Vocal Methods
3	MUS 306 Orchestration
3	MUS 330 Conducting
3	PSY 201 General Psychology
3	EDU 201 Introduction to Teaching
3	MUS 269 Academic Practicum
	<i>Select one:</i>
3	MUS 310 Methods and Materials for Teaching Music in the Elementary Schools
3	MUS 311 Methods and Materials for Teaching Music in the Middle and Secondary Schools
3	<i>Select one:</i>
	PSY 202 Child Growth and Development
	PSY 203 Adolescent Growth and Development

REQUIREMENTS FOR AN OPTIONAL EMPHASIS IN PERFORMANCE—15 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Vocal/Instrumental Performance:

Hours	Courses
4	APM 431, 433 Applied Music
1	MUS 434 Recital (Junior or Senior Year)
4	Major Ensembles
3	MUS 304 Counterpoint
3	<i>Select one:</i>
	MUS 306 Orchestration
	MUS 308 Seminar in Music Literature
	MUS 336 Church Music Literature
	MUS 401 Seminar in Music History

REQUIREMENTS FOR OPTIONAL EMPHASIS IN THEORY/HISTORY— 15 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, student must complete the following Emphasis Requirements for Theory/History:

Theory Component—6 Semester Hours

Hours	Courses	
3	MUS 304	Counterpoint
3	MUS 306	Orchestration

History Component—9 Semester Hours

Hours	Courses	
3	MUS 201J	Jazz History
3	MUS 308	Seminar in Music Literature
3	MUS 401	Seminar in Music History

MINORS

REQUIREMENTS FOR A MINOR IN ART—21 semester hours

A minor in art requires 21 hours. It is strongly recommended that students who wish to concentrate on a particular medium select the design course related to that medium; for example, a person concentrating in ceramics should take 3-D Design.

Hours	Course	
3	AH 101 or	Art History I
	AH 102	Art History II
3	AH 120 or	Drawing
	AH 125	Life Drawing
3	AH 130 or	2-D Design
	AH 150	3-D Design

Elective

3	<i>Introductory studio classes</i>
9	<i>ART/AH or ART class</i>

REQUIREMENTS FOR A MINOR IN THEATER—20 Semester Hours

Students will have to declare a minor by the end of the sophomore year in order to complete the requirements.

Hours	Courses	
3	THE 101	Introduction to the Theater
2	THE 107	Stagecraft
3	THE 201	Acting I
3	THE 312	Introduction to Directing
1	THE 104	Production— <i>To be repeated for a total of 2 credits</i>

Elective Courses—Choose a minimum of 7 semester hours from the following:

3	THE 102	Voice and Movement
1	THE 104	Production— <i>May be repeated for a total of 2 credits</i>
2	THE 105	Technical Theater
1	THE 108	Make-up
3	THE 202	Acting II
3	THE 203	Oral Interpretation
3	THE 304	Introduction to Playwriting
3	THE 420	Special Topics

REQUIREMENTS FOR A MINOR IN MUSIC—24 Semester Hours

Students other than Music majors may earn a minor in music by completing the following requirements including an audition on an instrument or in voice.

HARMONY AND SIGHT SINGING REQUIREMENTS—8 Semester Hours

Theory placement required. Students who do not place in MUS 103 will be asked to take MUS 102 as a prerequisite before beginning the theory sequence outlined below. MUS 102 will count as an elective credit in the minor.

Hours	Courses	
3	MUS 103	Harmony I
3	MUS 104	Harmony II
1	MUS 105	Sight Singing and Dictation I
1	MUS 106	Sight Singing and Dictation II

OTHER REQUIREMENTS

Hours	Courses	
3	MUS 101 MUS 107	Music Appreciation or Introduction to Music Literature
4	APM	Applied Music—One hour for four semesters. Corequisite: Students taking APM credit are strongly encouraged to be enrolled in at least one ensemble. At the end of the fourth semester of applied lessons, students are required to perform a jury.
1	MUS 121	Class Piano I Placement test required. Possible credit by examination
2	ENSEMBLES	Four ensemble registrations as recommended corequisites of applied music lessons. Ensembles are 0.5 credit hours each.
0	RECITALS ATTENDANCE—Two semesters Non credit-bearing, but a graduation requirement. For any two semesters students are required to attend eight approved events. A list of these events is posted at the beginning of each semester.	

ELECTIVES: *Choose from among the courses listed below for a total of 6 semester hours.*

3	MUS 102	Basic Musicianship
1	MUS 123	Class Piano II
3	MUS 203	Harmony III
3	MUS 204	Harmony IV
1	MUS 205	Sight Singing and Dictation III
1	MUS 206	Sight Singing and Dictation IV
3	MUS 107	Introduction to Music Literature
3	MUS 209	Comparative Studies in Music
3	MUS 201J	History of Jazz
1	APM 300-level	Applied Music
3	MUS 301	Music History I
3	MUS 302	Music History II
0.5	Ensembles	
2	Methods Courses (e.g., MUS 212 Percussion Methods)	



DIVISION *of* HUMANITIES

The Division of Humanities is composed of the faculties of communications, English, English as a second language, foreign language, journalism, philosophy and religion, and reading. The Division of Humanities is central to the liberal arts concept of education and offers a major in English/Interdisciplinary Studies and a major in Religion. In a cooperative agreement with Mars Hill College, students can earn teacher certification (9–12) in English. The Division of Humanities also supports concentrations and emphases in majors from almost all other divisions.

Faculty

Professors:

- Mary Louise Bringle, religion; chair, Division of Humanities; coordinator, Religion Major: theology, philosophy
- Kenneth D. Chamlee, Iva Buch Seese Distinguished Service Professor of English and Creative Writing; coordinator, English Major, 1998-2000 Johnie H. Jones Distinguished Professor of Teaching: modern poetry, creative writing, American and British literature
- Clara Coleman-West, Lora Lee Schmidt Distinguished Service Professor of English: American literature, composition, mythology
- A. Preston Woodruff, religion; Johnie H. Jones Distinguished Professor of Teaching, Robert Wesley Pickens Professor of Religion: biblical studies

Associate Professor:

- J. Belton Hammond, English: composition

Assistant Professors:

- Thomas J. Bell, religion and sacred music: religion and medieval studies
- Ralph A. Hamlett, communications
- Jiping Liu, Edward W. Seese Assistant Professor of Language and Humanities; director of International Studies: English as a Second Language (ESL), educational studies
- Rhemma Miller, English and communications: communications, speech, British literature
- Judy C. Hoxit, foreign languages: Spanish
- M. Susan Schmidt, English and environmental studies: environmental writing, environmental literature

Instructors:

- Betsy D. Burrows, English: American literature, British literature, African-American literature
- Bonnie H. Clark, English: reading
- Susan R. Kuehn, English, director of the Learning Enhancement Center: reading
- Kristina H. McBride, English; director, Writing Center: composition, British literature, and world literature

Adjunct Faculty:

- Polly Averette: French
- Joey Bagley: English, English as a second language
- Jennifer Browning: English: technical writing, composition
- Michael Clark: English, composition
- Bill English: Journalism

Robert Foster: English as a second language

Deanna Latell, reading

Markus Maier: German

Ernest L. Mills, religion; chaplain of the College: religion

Kathy Reiter: English, composition

Nancy Taylor: English, composition

MAJOR REQUIREMENTS *for the* B.A. DEGREE in ENGLISH / INTERDISCIPLINARY STUDIES

The English/Interdisciplinary Studies major is designed to provide a strong language arts experience for students wishing to enter a wide variety of fields. At Brevard College a major in English/Interdisciplinary Studies requires a concentration in one of the following fields: Art, Creative Writing, Environmental Journalism, History, Literary Studies, Music, Natural Sciences, Prelaw, or Theater Arts.

B.A. CORE REQUIREMENTS—46 Semester Hours

MAJOR REQUIREMENTS—43 Semester Hours

In addition to the Core Requirements, students majoring in English/Interdisciplinary Studies must complete the following Language Arts Requirements and one set of Emphasis Requirements:

LANGUAGE ARTS REQUIREMENTS—22 Semester Hours

Hours	Courses	
3	One 200-level literature survey beyond the B.A. Core Requirement	
3	<i>Select one:</i>	
	ENG 207	Creative Writing
	ENG 208	Creative Nonfiction
	JOUR 101	Introduction to Newswriting
1	JOUR 103	Journalism Laboratory (work on the staff of <i>Pertelote</i> , <i>Clarion</i> , or <i>Chiaroscuro</i>)
3	<i>Select one:</i>	
	ENG 301	Advanced Expository Writing
	ENG 305	Technical Communications
3	<i>Select one:</i>	
	COM 110	Introduction to Communication
	THE 102	Voice and Movement
	THE 203	Oral Interpretation
3	ENG 250	Introduction to Language Study
3	One 300-level literature course	
3	ENG 495	Senior Seminar/Project

NOTE: Courses taken for B.A. Core Requirements may also meet requirements in either the Language Arts core or in the area of emphasis. One course cannot meet requirements in both cores and in an area of emphasis. A course counting twice satisfies only the requirements; the specified number of hours in the Language Arts core and in the area of emphasis must still be earned.

REQUIRED EMPHASIS—21 Semester Hours

Choose at least one of the following emphases:

REQUIREMENTS FOR EMPHASIS IN ART

Hours	Courses
3	AH 101 Art History I
3	AH 102 Art History II
3	ART 130 2-D Design
3	ART 150 3-D Design
3	Select one:
	ART 120 Drawing I
	ART 125 Life Drawing
3	Select one:
	ART 240 Painting I
	ART 250 Sculpture I
	ART 260 Photography I
	ART 270 Ceramics I
	ART 280 Printmaking I
3	Restricted Elective.
	Select one:
	ART 121 Drawing II (If ART 106 is taken)
	ART 125 Life Drawing
	ART 230 Graphic Design I
	ART 241 Painting II
	ART 261 Photography II
	ART 271 Ceramics II

REQUIREMENTS FOR THE EMPHASIS IN CREATIVE WRITING

Hours	Courses
3	Select one:
	ENG 207 Creative Writing
	ENG 208 Creative Nonfiction
	ENG 209 Poetry Writing
3	Select one:
	ENG 210 Fiction Writing
	ENG 303 Nature Writing Workshop
3	Select one:
	ENG 308 Advanced Nonfiction Essay
	ENG 309 Advanced Poetry Workshop
	ENG 310 Advanced Fiction Workshop

- 12 *Select four*
 ENG 207, 208, 209, 210, 303, 308, 309, 310
 (Any two additional beginning, intermediate, or advanced creative writing classes may count toward restricted electives.)
 ENG 216 Literature of the Environment
 ENG 251 Overview of Literary Criticism
 ENG 333 20th-Century American Poetry
 ENG 334 20th-Century American Fiction
 ENG 410 Special Topics in Literature
 ENG 420 Advanced Genre Studies
(Limit of two Special Topics and Advanced Studies courses)
 THE 304 Playwriting

EMPHASIS IN ENVIRONMENTAL JOURNALISM—21 Semester Hours

Hours	Courses	
3	COM 302	Environmental Communications
3	<i>Select one:</i>	
	ENG 305	Technical Writing
	JOUR 101	Introduction to Newswriting
3	ENV 110	Introduction to Environmental Studies
3	ENV 301	Environmental Policy
3	<i>Select one:</i>	
	ENG 215	Wilderness Literature
	ENG 216	Literature of the Environment
6	Restricted Electives	
	<i>Select two:</i>	
	ART 260	Photography I
	BIO 225	Field Biology of the Southern Appalachians
	ENG 215/216	Literature of the Environment or Wilderness Literature
	ENG 303	Nature Writing Workshop
	ENV 330	Environment and Spirituality
	GEO 101	Physical Geology
	GEO 201	Environmental Geology

EMPHASIS IN HISTORY

Hours	Courses	
3	HIS 104	U.S. History since 1865
3	HIS 110	Global History
15	<i>Select any five HIS courses from the 200, 300, or 400 level.</i>	

EMPHASIS IN LITERARY STUDIES—21 Semester Hours

Hours	Courses
3	ENG 251 Overview of Literary Criticism
3	ENG 322 Shakespeare
9	PERIOD COURSES
	<i>Select three courses from at least two of the following three groups:</i>
	ENG 320 British Literature to 1500
	ENG 351 Literature of the Western World I
	ENG 321 Renaissance and Restoration: 16th-, 17th-, and 18th-Century British Literature
	ENG 326 Romantic and Victorian: 19th-Century British Literature
	ENG 330 Puritan and Colonial: 17th- and 18th- Century American Literature
	ENG 331 Romanticism and Realism: 19th-Century American Literature
	ENG 352 Literature of the Western World II
	ENG 328 Modern British and Irish Literature
	ENG 333 20th-Century American Poetry
	ENG 334 20th-Century American Fiction
	ENG 353 Literature of the Western World III
3	FIELD STUDIES
	<i>Select one:</i>
	ENG 216 Literature of the Environment
	ENG 340 African-American Literature
	ENG 341 Women in Literature
	ENG 342 Southern Literature
3	<i>Select one:</i>
	ENG 410 Special Topics in Literature (may be repeated if topic changes)
	ENG 420 Advanced Genre Studies (may be repeated if topic changes)

Note: Prerequisite for all 200-level English courses: ENG 102 or ENG102H.

Prerequisite for all 300- and 400- level literature courses: One of the following: ENG 201, 202, 203, 204, 215, 216.

REQUIREMENTS FOR EMPHASIS IN MUSIC

Hours	Courses	
3	MUS 103	Harmony I
3	MUS 104	Harmony II
3	MUS 301	Music History I
3	MUS 302	Music History II
2	Applied Music (1 semester sour each)	
1	Ensemble (.5 semester hour each for a total of 2 ensemble registrations)	
3	<i>Select one:</i>	
	MUS 101	Music Appreciation
	MUS 107	Introduction to Music Literature
	<i>3 Select one:</i>	
	MUS 200	Electronic Music
	MUS 201J	Jazz History
	MUS 308*	Topics in Music Literature
	MUS 401*	Topics in Music History

*NOTE: Prerequisite courses required

REQUIREMENTS FOR EMPHASIS IN NATURAL SCIENCES

Hours	Courses	
3	ENV 110	Introduction to Environmental Studies
8	<i>Select a sequence from:</i>	
	Biological Science (BIO) or Physical Science (CHE, PHYS, GEOL)	
4	If the sequence selected above was Biological Science, select one course from Physical Science; if the sequence selected above was Physical Science, select one from Biological Science	
3	MAT 141	Probability and Statistics
3	<i>Select one:</i>	
	ENV 301	Environmental Policy
	ENV 330	Environment and Spirituality
	FOR 101	Introduction to Forestry
	MAT 211, 221, 231	Analytic Geometry and Calculus I, II, & III
	MAT 341	Linear Algebra
	MAT 351	Differential Equations
	<i>BIO, CHE, GEO, or PHYS—any course not taken in the above sequence</i>	

REQUIREMENTS FOR EMPHASIS IN THEATER ARTS

Hours	Courses	
3	THE 101	Introduction to the Theater
3	THE 102	Voice and Movement
3	THE 104	Production (<i>1 Semester Hour.</i> <i>Must take 3 times</i>)
3	<i>Select one:</i>	
	THE 201	Acting I
	THE 202	Acting II*
9	<i>Select from the following:</i>	
	THE 105	Sound
	THE 106	Lighting
	THE 107	Stagecraft
	THE 108	Make-up
	THE 201 or 202	Acting I or II
	THE 203	Oral Interpretation
	THE 304	Introduction to Playwriting

*NOTE: Prerequisite course required.

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

MAJOR REQUIREMENTS *for the* B.A. DEGREE *in* RELIGION

Religious studies at Brevard College offers careful exploration of the Hebrew and Christian traditions. The religion faculty encourages students also to take courses in other ancient and modern religious traditions and to explore the many fascinating connections between religion studies and other disciplines. The interdisciplinary approach is not only reflected in many religion courses, it also is built into the Religion Major. Students majoring in Religion can earn the B.A. by pursuing either (1) the Major in Religion or (2) the Major in Religion with Emphasis. Students majoring in other disciplines may earn (1) the Minor in Religious Studies or (2) an emphasis in Religion.

B.A. CORE REQUIREMENTS—46 Semester Hours plus completion of foreign language and CIS requirements

All students majoring in Religion should complete REL 101 and REL 102 within the Core Requirements. The religion faculty encourages all students to broaden their introduction to biblical studies by taking these courses from two different instructors.

MAJOR REQUIREMENTS—25 Semester Hours

In addition to the Core Requirements, students pursuing the Major or the Major with Emphasis must complete 25 hours of Major Requirements in Religion. This course work will include: *

Hours	Areas of Study
3	Hebrew Bible/Old Testament Studies
3	New Testament Studies
3	Christian History and Theology Studies
3	World Religion Studies
6	<i>Academic field that the student and religion faculty agree relate to religion</i>
3	Junior/senior Religion Major seminar
4	Junior/senior thesis

*See following page for detailed list of course options

RESTRICTED ELECTIVES—15 Semester Hours

For the Major in Religion students must also take 15 hours of religion electives at or above the 200 level. At least four of the five courses must be at the 300-400 level.

UNRESTRICTED ELECTIVES—To complete 124 Semester Hours

To graduate with the Major in Religion, one must earn enough religion and non-religion hours to have at least 124 hours of course credit.

HEBREW BIBLE/OLD TESTAMENT STUDIES—3 Semester Hours

Hours	Course
3	Select One:
	REL 301 History of Israel
	REL 302 Prophetic Literature

NEW TESTAMENT STUDIES—3 Semester Hours

Hours	Courses
3	Select One:
	REL 312 Jesus in the Gospels
	REL 316 St. Paul: Ancient Biography, Personality, and Thought

CHRISTIAN HISTORY AND THEOLOGY STUDIES—3 Semester Hours

Hours	Courses
3	Select One:
	REL 221 The Rise of Western Christendom
	REL 241 The History of the Churches in America
	REL 325 The Age of Reform: 1250-1550
	REL 331 Christian Worship
	REL 335 Christian Tradition and the Arts
	MUS 336 Church Music Literature
	HIS 352 Religious History of the South

WORLD-RELIGION STUDIES—3 Semester Hours

Hours	Courses
3	Select One:
	REL 241 Religion in Modern America
	REL 258 Ancient Cosmology
	REL 253 World Religions
	ENV 330 Environmental Spirituality
	ENG 281 Myths at Work
	PHYS 204 Cosmology
	HIS 223 History of Southeastern Native Americans

Along with completing the 3-semester-hour requirement under each of the four areas of religious studies listed above, students choose from any of the 200- or 300-level electives in Religion. **At least three of the five course taken as restricted religion courses must be at the 300-400 level.**

RESTRICTED ELECTIVES—15 Semester Hours

Hours	Course
3	Select One:
	PHI 261 Introduction to Philosophy
	REL/PHI 262 Introduction to Ethics
	REL 365 Philosophy of Religion
	REL 379/479 Independent Study
	REL 280 Special Survey Topics in Religion
	REL 380 Special Seminar Topics in Religion
	REL 461 Methodology and Religious Studies
	REL 462 Interdisciplinary Studies in Religion

RELATED STUDIES—6 Semester Hours

Select two courses in the same area. One may be at the 100 level. The other must be at the 200 level or above: ANTH, ARCH, ART, BIO, CHE, COU, ECOL, ENG, ENV, FRE, GER, HIS, MAT, MUS, ORG, PHI, PHYS, PLSC, PSY, SOC, SPA

SEMINAR—3 Semester Hours

Hours	Course
3	Select One:
	REL 461 Methodology and Religious Studies
	REL 462 Interdisciplinary Studies in Religion

SENIOR THESIS REQUIREMENT—4 Semester Hours

All Religion Majors must complete a senior thesis. The religion faculty must approve the topic and nature of this thesis by the end of the student's first semester as a senior. Under consultation with the student's major advisor, Religion Majors write a proposal for senior project in the first semester of thier senior year. The proposal should be turned in by the fifth class day after midterm break and should include a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject. Once the proposal is approved, the student receives credit for REL 390. The project should be completed by the tenth week of the semester in which the student plans to graduate. Upon the religion faculty's approval, the student will be awarded credit for REL 490. No degree in Religion will be awarded without completion of the senior thesis.

Hours	Course
2	REL 390 Senior Project I
2	REL 490 Senior Project II

REQUIREMENTS FOR OPTIONAL EMPHASIS

Students who pursue the Major in Religion work with a member of the religion faculty in designing their program of study. Students may also choose to design a major with an emphasis. Such an emphasis could create an interdisciplinary program such as Religion and English, Religion and the Arts, Religion and Environmental Studies, and Religion and Organizational Leadership.

Every emphasis must include the requirements of the Major in Religion: 25 hours of Major requirements and 15 hours of Restricted Electives in Religion. Along with such course work, the student and his or her advisor will design an emphasis that reflects the student's strategy for exploring the relationships of a particular course of study (e.g. history, literature, art, philosophy, etc.) to religion. In some way the student's senior thesis/project should relate study in these non-religion courses with religion studies. The student in consultation with his or her advisor will determine the title of the emphasis (e.g. Major in Religion with Emphasis in Organizational Leadership).

The student and his or her advisor will determine the specific courses that define the "terms" of the emphasis. ***The list of emphasis courses must total 15 hours and be at the 200 level or higher level. At least three of these courses must be at the 300-400 level.*** The student must submit the list of courses and a rationale explaining how each specified course will figure into his or her B.A. degree in Religion. The entire Religion faculty must approve this list. Students should strive to have their list approved no later than the first semester of their junior year. To graduate with the Major in Religion and Emphasis, one must earn enough Religion and non-Religion hours to have at least 124 hours of course credit.

One might create an emphasis around courses from more than one discipline. The following is a *sample* Major in Religion with Emphasis built around English, Archaeology, and Music courses:

25 Hours of Major Requirements (example courses):

REL 301	History of Israel
REL 316	St. Paul: Ancient Biography, Personality and Thought
REL221	The Rise of Western Christendom
REL253	World Religions
AH 122	Survey of Medieval Art
AH/ARCH 224S	Art and archaeology of Ancient Italy and the Roman Empire
REL 390	Senior Thesis I
REL 490	Senior Thesis II
REL 461	Methodology and Religious Studies

15 Hours of Restricted Electives in Religion (example courses)

REL 301	History of Israel
REL 325	The Age of Reform: 1250-1550
REL 335 [315]	Christian Tradition and the Arts
REL/PHI 262[202]	Ethics
REL 365	Philosophy of Religion

15 Hours in Area of Emphasis (example courses)

ENG 281	Myths at Work
ENG 351	Literature of the Western World I: Classical through Medieval
ENG 320	British Literature to 1500
MUS 301/302	Music History (Prerequisite must have been met)

Plus enough unrestricted electives to complete 124 semester hours

REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES

21 Semester Hours

Students who pursue the Minor in Religion must complete 21 semester hours of course work at or above the 200 level in the Religion Major. At least 12 of the semester hours must be at the 300-400 level.

Hours

21

Courses*Select From:*

Any REL or PHI courses at or above the 200 level

Any of the following courses:

ENG 281

ENV 330

HIS 223

HIS 352

MUS 336

PHYS 204



DIVISION of SOCIAL SCIENCES

The Division of Social Sciences offers majors in History, Integrated Studies, and Organizational Leadership, and is made up of the faculties of accounting, business, computer information systems, economics, history, learning skills, organizational leadership (business), political science, psychology and social work, and sociology. In a cooperative agreement with Mars Hill College, students can earn teacher certification (9–12) in social studies.

FACULTY

Professors:

Helen C. Gift, Ruth Stafford Conabeer Distinguished Service Professor of Sociology and Organizational Systems; chair, Division of Social Sciences; coordinator, Integrated Studies Major: sociology, organizational systems
 Robert A. Bauslaugh, Ancient History and Classics; Vice President for Academic Affairs; Dean of Faculty: Greek history and archaeology, Greek and Roman law
 C. Ray Fisher, Emeritus, Business and Economics: business, economics, management
 Michael E. Quigley, Ethics and Leadership; coordinator, Organizational Leadership major; executive director, Center for Transformational Leadership: ethics, organizational leadership

Associate Professor:

Winford A. Gordon, Psychology; Vice President for Institutional Advancement: wilderness leadership
 R. Scott Sheffield, History; coordinator, History Major: modern European history, history of science

Assistant Professors:

Margaret L. Brown, History: U.S., Southern, and environmental history, Native American studies
 Monica Cain, Economics: US Healthcare
 Michelle W. Choate, Computer Information Systems
 Alyse W. Hollingsworth, Computer Information Systems
 Stephen J. Martin, Sociology; Dean of Continuing Education: sociology, social work

Instructors:

B. Barbara Boerner, organizational leadership, economics, accounting
 Sean Busick, History
 Deanne Dasburg, Peer counseling
 Rachel E. Harris, Learning Skills
 Gilbert W. Payne, Business: business, sports management

Lecturer:

Notombi Naomi-Cecelia Tutu, Edward W. Seese Lecturer in Comparative Studies:
developmental economics, anthropology, gender studies, African studies

Adjunct Professors:

Ilia Assalin, Computer Information Systems
Cameron Austin, Computer Information Systems
Deborah DeWitt, Psychology
Joanne H. Dufilho, Psychology
William N. Jennings, Psychology, learning skills
Thomas Mahan, Psychology
William B. Moore, Jr., Accounting, Computer Information Systems
Layton r. Parker, Business, Computer Information Systems

Associated Faculty:

Ralph A. Hamlett, Political Science

MAJOR REQUIREMENTS *for the* B.A. DEGREE in HISTORY

B.A. CORE REQUIREMENTS—46 Semester Hours

Students majoring in History must complete HIS 102 and HIS 104 within the Core Requirements (plus competencies to an intermediate level in foreign language, as well as in fundamental mathematics and computer applications).

MAJOR REQUIREMENTS—35 Semester Hours

In addition to the Core Requirements (46 semester hours plus competencies to intermediate level of foreign language, fundamental mathematics, and computers), the History Major includes the following: 3 hours of upper-level U.S. history; 3 hours of upper-level European history; 3 hours of non-Western history; 15 hours of history electives; 6 hours of upper-level study in an academic field related to history; a 3-hour junior/senior History Major seminar; and a 2-hour senior project.

History majors may also choose to emphasize one area of historical study by completing the Emphasis Requirements. The Brevard College history program offers emphases in Archaeology and Art History, Modern American History, Southern History, 20th-Century European History, Music History, Environmental History.

The tables below describe areas of study and other requirements:

UNITED STATES HISTORY AREA—3 Semester Hours**HoursCourses**

3 *Select one:*

HIS 220	U.S. Legal and Constitutional History
HIS 221	History of U.S. Foreign Relations

HIS 222	Industrialization of America, 1877–1920
HIS 223	History of Southeastern Native Americans
HIS 224	United States since 1945
HIS 302	Environmental History
HIS 350	The Old South
HIS 351	The New South
HIS 352	Religious History of the South
HIS 353	Social/Cultural History of the United States in the 20th Century
HIS 420	Special Topics in American History

EUROPEAN HISTORY AREA—3 Semester Hours

HoursCourses

3	<i>Select one:</i>
HIS 202	History of Britain
HIS 203	History of Germany and Austria
HIS 204	History of Modern France
HIS 205	History of 20th-Century Russia
HIS 250	History of Ancient Greece
HIS 251	History of Ancient Rome
HIS 301	History of Modern Science
HIS 311	Social and Political History of 20th-Century Europe
HIS 312	20th-Century European Cultural and Intellectual History
HIS 430	Special Topics in European History

NON-WESTERN HISTORY AREA—3 Semester Hours

HoursCourses

3	<i>Select one:</i>
HIS 110	Global History
HIS 260	History of Modern Africa
HIS 261	History of Central and South America
HIS 262	History of Asia
REL 253	World Religions

RESTRICTED ELECTIVES—15 Semester Hours

HoursCourses

15	<i>Select five (only one 100-level course and one independent study course can be used as History Major electives):</i>
ARCH/AH 101	Art History I
ARCH/AH 102	Art History II
	<i>Any AH course, 200 level or above</i>
HIS 101	Western Civilization to 1648
HIS 103	U.S. History I to 1865
HIS 110	Global History
	<i>Any HIS course, 200 level or above</i>

MUS 201J	Jazz History
MUS 301, 302	Music History

RELATED STUDY—6 Semester Hours

Select two courses in the same area at the 200 level or above:

ART, BIO, BUS, CHE, ECON, ENG, ENV, FRE, GER, MAT, MUS, ORG, PHI, PHYS, PLSC, PSY, REL, SOC, SPA

SEMINAR—3 Semester Hours

Hours	Course	
3	HIS 401	Historiography and Methodology Seminar

SENIOR PROJECT REQUIREMENT—2 Semester Hours

All History majors are required to complete a senior project. The nature of this project must be approved by the History faculty; credit will then be awarded for HIS 340. The project must be completed by midterm of the semester in which the student plans to graduate and approved by the appropriate history faculty; credit will then be awarded for HIS 440. No degree in History will be awarded without completion of the senior project.

Hours	Courses	
1	HIS 340	Senior Project I
1	HIS 440	Senior Project II

UNRESTRICTED ELECTIVES—to complete 124 Semester Hours**OPTIONAL EMPHASES—12, 15, or 21 Semester Hours****REQUIREMENTS FOR OPTIONAL EMPHASIS IN ART HISTORY AND ARCHAEOLOGY—15 Semester Hours**

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Art History and Archaeology:

Hours	Courses	
6	AH 101	Art History I
	AH 102	Art History II
3	<i>Select one:</i>	
	AH 120	Survey of Ancient Art
	AH 130	Survey of Medieval Art
	AH 140	Survey of Renaissance and Baroque Art
	AH 150	Survey of Modern Art
3	<i>Select one:</i>	
	ARCH 201	Principles of Archaeology
	AH 221	Art and Archaeology of Ancient Egypt
	AH 222	Art and Archaeology of the Greek Bronze Age
	AH 223	Art and Archaeology of Ancient Greece

ARCH/AH 224 Art and Archaeology of Ancient Italy and the Roman Empire

- 3 *Select one:*
- ARCH/AH 321 Progressive Studies in the Art and Archaeology of Ancient Egypt
- ARCH/AH 322 Progressive Studies in the Art and Archaeology of the Greek Bronze Age
- ARCH/AH 323 Progressive Studies in the Art and Archaeology of Ancient Greece
- ARCH/AH 324 Progressive Studies in the Art and Archaeology of Ancient Italy and the Roman Empire
- AH 353 Seminar in Modern Art

REQUIREMENTS FOR OPTIONAL EMPHASIS IN ENVIRONMENTAL HISTORY—15 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Environmental History:

Hours	Courses
3	ENV 110 Introduction to Environmental Studies
3	HIS 302 Environmental History
3	<i>Select one:</i>
	HIS 110 Global History
	HIS 301 History of Modern Science
6	<i>Select two:</i>
	ENG 215 Wilderness Literature
	ENV 301 Environmental Policy
	ENV 330 Environment and Spirituality
	ENV 380 Environmental Seminar
	PSY/SWK 307 Community and the Environment

REQUIREMENTS FOR OPTIONAL EMPHASIS IN MODERN AMERICAN HISTORY—15 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Modern American History:

Hours	Courses
15	<i>Select five:</i>
	ENG 204 American Literature since 1890
	HIS 220 U.S. Legal and Constitutional History
	HIS 221 History of U.S. Foreign Relations
	HIS 222 Industrialization of America, 1877–1920
	HIS 224 U.S. History since 1945
	HIS 302 Environmental History

HIS 351	The New South
HIS 352	Religious History of the South
HIS 353	Social/Cultural History of the U.S. in the 20th Century
PLSC 201	American Government

REQUIREMENTS FOR OPTIONAL EMPHASIS IN MUSIC HISTORY— 15 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Music History:

Hours	Courses	
3	MUS 103	Harmony I
3	MUS 104	Harmony II
3	MUS 107	Introduction to Music Literature
3	MUS 301	Music History I
3	MUS 302	Music History II

Additional Recommendations for Music History Emphasis:

Students with an Emphasis in Music History are advised to participate in a semester abroad program and to take MUS 401, Seminar in Music History.

REQUIREMENTS FOR OPTIONAL EMPHASIS IN SOUTHERN HISTORY— 12 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Southern History:

Hours	Courses	
12	<i>Select four:</i>	
	ENG 342	Southern Literature
	HIS 223	History of Southeastern Native Americans
	HIS 350	The Old South
	HIS 351	The New South
	HIS 352	Religious History of the South

REQUIREMENTS FOR OPTIONAL EMPHASIS IN 20th-CENTURY HISTORY—12 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for 20th-Century Europe:

Hours	Courses	
3	HIS 311	Social and Political History of 20th-Century Europe
9	<i>Select three:</i>	
	HIS 202	History of Britain
	HIS 203	History of Germany and Austria

HIS 204	History of Modern France
HIS 205	History of 20th-Century Russia
HIS 301	History of Modern Science
HIS 312	20th-Century Europe, Cultural and Intellectual History
ENG 352	Literature of the Western World II

Additional Recommendations for 20th Century Europe Emphasis

Students with an emphasis in 20th-Century Europe are advised to participate in a semester abroad program and to take the 200-level sequence in French, Spanish, or German.



**MAJOR REQUIREMENTS *for the B.A. DEGREE*
in INTEGRATED STUDIES**

The Integrated Studies Major allows students to define their own fields of concentration(s) and to build coherent programs taking advantage of the flexibility and special opportunities of Brevard College. The degree encourages responsibility and self-direction, and is thus meant for strong students.

To gain admission to the program, a student must obtain sponsorship and strong recommendations from two faculty members from two different disciplines. One of these will be the program advisor, with whose help the student will plan educational

goals. The plan must be approved by the faculty committee consisting of the major coordinator and the two identified faculty. This major may be declared at any time before the end of the sophomore year. Students majoring in Integrated Studies must complete the BA Core Requirements and are required to participate in a set of experiential course described as seminars practicums and internships, and projects. All integrated Studies students will complete the following major requirements:

B.A. CORE REQUIREMENTS—46 Semester Hours

(plus competencies to an intermediate level in foreign language, as well as in fundamental mathematics, and computer applications.)

MAJOR REQUIREMENTS—45 Semester Hours

In addition to the Core Requirements, students majoring in Integrated Studies must complete the following Major Requirements:

Hours Courses

- 3 Cultural Traditions (*other than student's own*):
(*courses available and appropriate for this are determined by the advisor. this course may count for the BA core.*)

Examples:

ANTH 201	Principles of Anthropology(*)
ENG 340	African-American Literature
HIS 110	Global History(*)
HIS 223	History of Southeastern Native Americans(*)
HIS 260	History of Modern Africa
MUS 201J	Jazz History(*)
REL 203	World Religions(*)
SOC 235	Population and Contemporary Social Issues

- | | | |
|-----|-------------|----------------------------|
| 3 | INS 390/490 | Special Topics Seminar (*) |
| 1-3 | INS 369/469 | Practicum/Internship(*) |
| 1-3 | INS 389/489 | Independent Study(*) |
| 3 | INS 440 | Senior Project |
| 3 | INS 460 | Capstone Seminar(*) |

* These requirements can be met with seminars, directed study, and internships in other existing majors if approved.

REQUIRED EMPHASIS—30 Semester Hours

In addition to the Core Requirements and the Major Requirements for Integrated Studies, students must select one of the two Emphasis Requirements, **Focused** (two topics) and **General**.

A. Two Focused Emphases—30 Hours

1. **Emphasis in [selected topic one, e.g. social sciences]: 15 Semester Hours**

Select five courses beyond the BA Core Requirements (At least 3 of these must be at the 300-400 levels) A list of courses available and appropriate for this requirement is available from the major coordinator.

2. Emphasis in [selected topic two, e.g. archaeology]: 15 Semester hours

Select five courses beyond the BA Core Requirements (At least 3 of these must be at the 300-400 levels) A list of courses available and appropriate for this requirement is available from the major coordinator.

B. General Emphases—30 Semester Hours

Select a minimum of 10 courses beyond the BA Core Requirements, including at least one course per division. At least six of these courses must be at the 300–400 levels. A list of courses available and appropriate for the selected area of study (Environmental Studies, Social Sciences, Fine Arts, Exercise Science, Humanities) is available from the major coordinator and must be approved by the committee.

RESTRICTED ELECTIVES AND OUT-OF-FIELD REQUIREMENTS—15 SEMESTER HOURS

Select five courses: Only one 100-level course and one independent study course can be used. At least two of these electives must be at the 300–400 level. A list of courses available and appropriate to support the selected area of study is available from the major coordinator.

UNRESTRICTED ELECTIVES —to complete 124 Semester Hours**EXAMPLES OF INTEGRATED STUDIES FOCUSED EMPHASES****A. COMBINATION OF EMPHASES****1. Theater, Fine Arts and Humanities Emphases—30 Semester Hours****EMPHASIS ONE (Theater)**

Hours	Courses
3	THE 101 Introduction to Theater
3	THE 201 Acting I
9	<i>Select 9 hours from the following:</i>
	THE 102 (3) Voice and Movement
	THE 104 (1) Production (Up to 3 credits)
	THE 105 (2) Theater Technique: Sound

THE 107 (2)	Stagecraft
THE 108 (1)	Make-Up
THE 202 (3)	Acting II
THE 212 (3)	Introduction to Directing
THE 304 (3)	Introduction to Playwriting
THE 389 (3)	Independent Study
THE 420 (3)	Special Topics

EMPHASIS TWO (Humanities/Fine Arts)

Hours	Courses
3	ENG 322 Shakespeare
3	ENG 211 Introduction to Film
9	<i>Select from the following:</i>
	COM 110 (3) Introduction to Communication
	REL 335 (3) Christian Tradition and the Arts
	ART 130 (3) 2-D Drawing
	THE 203 (3) Oral Communication
	MUS 101 (3) Music Appreciation
	ENS 192 (.5) Opera Workshop
	PE 122C (1) Tae Kwon Do
	PE 164C (1) Modern Dance
	PE 161C (1) Ballet
	PSY 201 (3) General Psychology
	PSY 105/206 Personal Ecology & Human Group Environment

B. EXAMPLES OF SINGLE EMPHASIS AREAS—TO BE USED IN COMBINATION WITH ANOTHER FOCUSED EMPHASIS

1. PRE-LAW EMPHASIS—27 Semester Hours

The courses for the Pre-Law Minor (see p.108) may be used as an emphasis in Integrated Studies rather than as a minor. Pre-Law may not be used as both a minor and as an emphasis in Integrated Studies.

Hours	Course
3	PSY 201 (BA Core) General Psychology
6	<i>Select 6 semester hours from the following:</i>
	PSY 202 Child Growth and Development
	PSY 203 Adolescent Growth and Development
	PSY 204 Marriage and the Family
	COU 201 Introduction to Basic Counseling Skills
	PSY 105/PSY 206 Personal Ecology and Human Group Environments
	PSY 250 Sports Psychology
	PSY 260 Psychological Issues in Experiential Education
9	<i>Select any 3 PSY 300/400 level course</i>

3. THEATER EMPHASIS—15 Semester Hours

Hours	Course	
3	THE 101	Introduction to Theater
3	THE 201	Acting I
9	<i>Select 9 hours from the following:</i>	
	THE 102 (3)	Voice and Movement
	THE 104 (1)	Production (Up to 3 credits)
	THE 105 (2)	Theater Technique: Sound
	THE 107 (2)	Stagecraft
	THE 202 (3)	Acting II
	THE 304 (3)	Introduction to Playwriting
	THE 312 (3)	Introduction to Directing
	THE 389 (3)	Independent Study
	THE 420 (3)	Special Topics

4. PREMEDICINE EMPHASIS (This represents an exception to the requirement for three courses at the 300/400 level, but includes more focused hours and more specification in restricted electives.)**5. FOCUSED EMPHASIS—23 Semester Hours** (Two of these courses will count toward the B.A. Core Requirements.)

Hours	Course
8	BIO 120/120L
4	CHE 103
4	CHE 104
4	CHE 201
4	CHE 202

RESTRICTED ELECTIVES—12 Semester Hours

Select 304 courses (Two of these courses may count for the B.A. Core.)

Hours	Course
4	MAT 121
4	MAT 131
4	MAT 211
4	MAT 221
4	PHYS 103/103L
4	PHYS 104/104L
3	BIO 310
3	BIO 320
3	BIO 330

MAJOR REQUIREMENTS *for the* B.A. DEGREE in ORGANIZATIONAL LEADERSHIP

To enter the Organizational Leadership Major, a student must meet with a major advisor to outline the educational goals for the major. The plan must be approved by the major coordinator for Organizational Leadership and the division chair of social sciences. This major should be declared before the end of the sophomore year.

Students majoring in Organizational Leadership must complete the Core Requirements and all of the following Major requirements, including one of the Emphasis Areas. All Organizational Leadership majors are required to participate in a set of experiential courses described as seminars, independent study, practicums and internships, and projects.

B.A. CORE REQUIREMENTS—46 Semester Hours

(plus competencies to an intermediate level in foreign language, as well as in fundamental mathematics, and computer applications.)

Selected course requirements in the Organizational Leadership Major may satisfy up to four B.A. Core Requirements (indicated with *)

MAJOR REQUIREMENTS—46 Semester Hours

Hours	Courses
3	ACC 201 Principles of Accounting I
3	ACC 202 Principles of Accounting II
3	CIS 210 Business Computing
3	ECO 201 Macroeconomics*
3	ECO 202 Microeconomics*
3	HIS 312 or Social and Political History of 20th Century*
	HIS 222 Europe: The Emergence of a Unified Eurioe
	Industrialization of America: 1877-1920*
3	MAT 141 Probability and Statistics*
3	ORG 103 Critical and Practical Reasoning
3	ORG 301 Principles of Finance
3	ORG 302 Principles of Marketing
3	ORG 303 Principles of Management
3	ORG 304 Legal Environment of Business
3	ORG305/PHI262 Business Ethics or Principles of Ethics*
1	ORG 380 Senior Thesis I
1-3	ORG 390/490 Special Topics Seminar (series of guest lecturers each year)
3	ORG 460 Capstone Seminar
3	ORG 480 Senior Thesis II
1-3	ORG 269/369/469 Senior Practicum/Internship

REQUIRED EMPHASIS —18-19 Semester Hours

Choose one of the following emphases:

REQUIRED EMPHASIS IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP—18 Semester Hours

In addition to the Core Requirements and Major Requirements for Organizational Leadership, students must complete the following requirements:

Hours	Courses
18	Select six courses (at least 4 of these must be at the 300-300 level)
3	ORG 110 Introduction to Business: Inside and Out
3	ORG 205 Business Communication
3	ORG 210 Organizational Behavior
3	ORG 310 Free Enterprise and the New Economic Age
3	ORG 320 International Business
3	ORG 330 Entrepreneurships
3	ORG 340 Statistical Process Control
3	ORG 350 Selected Topics in Management
3	ORG 410 Organizational Theory
3	ORG 420 Transformative Leadership
3	ORG 430 Decision Making for Leaders
3	ORG 450 Planning and Policy Making in Organizations
3	ORG 470 Colloquium
3	SOC 310 Social Sciences Research Methods
1-3	ORG 389/489 Independent Study

REQUIRED EMPHASIS IN COMPUTER INFORMATION SYSTEMS—18 Semester Hours

In addition to the B.A. Core Requirements for Organizational Leadership, students must complete the following requirements.

Hours	Courses
3	CSC 211 Structured Programming
6	Select 2 courses from the following:
3	ART 232 Introduction to Computer Graphics
3	CIS 220 Exploring the Internet
3	CSC 200-400 level, select any
3	MUS 200 Electronic Music

Hours	Course	(continued from previous page)
3	ORG 110	Introduction to Business: Inside and Out
3	ORG 205	Business Communication
3	ORG 210	Organizational Behavior
3	ORG 340	Statistical Process Control
3	SOC 310	Social Sciences Research Methods
1-3	ORG 389/489	Independent Study
9	<i>Select 3 courses from the following :</i>	
	CIS 300	Systems Analysis and Design
	CIS 310	Management Information Systems
	CIS 320	Special Topics in Computer Information Systems
	CIS 340	Database Manadegement
	CIS 350	Small Business Computer Applications
1-3	CIS/ORG 389/489	Independent Study

REQUIRED EMPHASIS IN SMALL BUSINESS LEADERSHIP—18 Semester Hours

In addition to the B.A. Core Requirements and Major Requirements for Organizational Leadership, students must complete the following requirements:

Hours	Courses
3	ORG 370 Entrepreneurship
15	<i>Select 5 courses from the following:</i>
	CIS 220 Exploring the Internet
	CIS 320 Special Topics in Computer Information Systems
	CIS 340 Database Management
	CIS 350 Small Business Computer Applications
3	ORG 110 Introduction to Business: Inside and Out
3	ORG 205 Business Communication
3	ORG 210 Organizational Behavior
3	ORG 340 Statistical Process Control
3	SOC 310 Social Sciences Research Methods
1-3	ORG 389/489 Independent Study

ELECTIVES—to complete 124 Semester Hours

MINORS

Twenty one semester hours are needed to complete a minor in Computer Information Systems, History or Organizational Leadership beyond the B.A. Core Requirements and those hours expected for a declared major. Three minors are available.

REQUIREMENTS FOR A MINOR IN COMPUTER INFORMATION SYSTEMS—21 Semester Hours**Hours Courses**

- | | | |
|----|--|---|
| 3 | CIS 369/469 | Internship/Practicum |
| 3 | CSC 211 | Structured Programming |
| 15 | <i>Select 5 courses (2 courses must be selected from CIS 300-level or above)</i> | |
| | Any CIS 200-level courses or above | |
| | Any CSC 200-level or above | |
| | MUS 200 | Electronic Music |
| | ART 232 | Introduction to Computer Graphic |
| | ORG 110 | Introduction to Business: Inside and Out |
| | Others | Courses with significant computer applications
(e.g. ACC 202) if approved by the coordinator of the minor. |

REQUIREMENTS FOR A MINOR IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP—21 Semester Hours**Hours Courses**

- | | | |
|----|--|---------------------------|
| 3 | <i>Select one:</i> | |
| | ECON 200 | Introduction to Economics |
| | ECON 201 | Macroeconomics* |
| | ECON 202 | Microeconomics* |
| 3 | ORG/CIS 369/469 | Internship/Practicum |
| 15 | Any 5 ORG, ACC, ECO, or CIS 200-level or above | |

*Courses listed with an * may fulfill BA Core Requirements

REQUIREMENTS FOR MINOR IN HISTORY—21 Semester Hours

Students other than History majors may earn a minor in History by completing the following Minor Requirements in addition to the B.A. Core Requirements.

Hours Courses

- | | | |
|----|---|--|
| 3 | HIS 102* | History of Western Civilization since 1648 |
| 3 | HIS 104 | U.S. History since 1865 |
| 3 | HIS 110 | Global History |
| 12 | Any four HIS 200-level, 300-level, or 400-level courses | |

* This course counts in the minor as well as in the Core Requirements., Area V.

NOTE: Only one independent study course can be used as a part of the History Minor.

PREPROFESSIONAL STUDIES

REQUIREMENTS FOR A MINOR IN PRE-LAW—27 Semester Hours

Following the admission guidelines of most law schools, Brevard College does not sponsor a Pre-Law major. Suitable majors include English, environmental studies, history, and religion, but any major is acceptable. However, Pre-Law students are urged to complete the minor listed below in addition to their chosen major requirements.

Hours	Courses
3	COM 110* Introduction to Communication
3	<i>Select any COM course, 200-level or above</i>
3	HIS 220* U.S. Legal and Constitutional History
3	<i>Select one:</i>
	HIS 221* History of U.S. Foreign Relations
	HIS 224* U.S. History since 1945
	HIS 353* Social/Cultural History of the U.S. in the Twentieth Century
3	ORG 304 The Legal Environment of Business
3	<i>Select one:</i>
	PHI 103 Critical and Practical Reasoning
	PHI 105* Critical and Practical Reasoning
3	PHI 202* Introduction to Ethics or
	ORG 305 Business Ethics
3	PLSC 201* American Government
3	<i>Select one:</i>
	Any Econ course, 200-level or above
	Any PLSC course, 200-level or above
	ENV 301 Environmental Policy

*Courses listed with an * may fulfill BA Core Requirements

Additional Recommendations for Pre-Law Students:

1. Prelaw students should take a LSAT Preparation course during the spring semester of their junior year.
2. Prelaw students should contact designated Prelaw faculty advisors as soon as possible in their academic career in order to insure proper preparation for Law School.
3. Prelaw students should complete an internship approved by their major coordinator and a Prelaw advisor.

REQUIREMENTS for the ASSOCIATE in ARTS DEGREE

No courses numbered 100 or lower will apply toward the associate in arts degree. A total of 64 semester hours including the general requirements specified below, with a minimum 2.0 grade point average on all work attempted, is required for graduation.

In order to earn an associate in arts degree, students also must demonstrate competency in the areas of oral communication, mathematics, and the use of computers.

CORE REQUIREMENTS—48 Semester Hours

Area I Language and Literature 9 Semester Hours

Hours Courses

6 ENG 101 and 102 or ENG 101H and 102H

3 *Select one:*

COM 110

Foreign language at 200 level or above

ENG 201, 202, 203, 204, 215, 216, or 281

Area II Humanities 9 Semester Hours

Hours Courses

3 *Select one:*

REL 101, 102

3 *Select one:*

ENG 201, 202, 203, 204, 215, 216, 281

3 *Select one:*

ANTH 201

PHI 261, 262

REL 101, 102, 262, 253

Area III Physical Education 2 Semester Hours

Hours Courses

2 Two activity courses from among PE courses *or*

2 EXSC 200

Area IV Mathematics 6 Semester Hours

Hours Courses

3 Mathematics course above MAT 100

3 *Select one:**

CSC 201, 211, 212

Foreign language at the 200 level or above a second MAT course above MAT 100

PHI 105

*This requirement may not be fulfilled through the foreign language AP program or CLEP tests. If one of the two mathematics courses taken is MAT 111, the other mathematics course must be MAT 141.

Area V History 6 Semester Hours

Hours Courses

3 HIS 102

3 *Select one:*

Any AH prefix course

AH 101, 102

Any other HIS prefix course

MUS 301, 302

Area VI Natural Sciences 8 Semester Hours

Select two laboratory courses.

Area VII Social Science 3 Semester Hours

Hours Courses

3 *Select one:*

ANTH 201

ECON 200, 201, 202

PLSC 201

PSY 201, 204

SOC 201

Area VIII Fine Arts 3 Semester Hours

Hours Courses

3 *Select one:*

AH 101, 102

ART 101, 120, 125, 130, 150

ENG 207, 211

MUS 101, 107, 301, 302

THE 101

Area IX Environmental Studies 2 Semester Hours

Hours Courses

2 *Select one:*

ENV 103 (2 Semester Hours)

ENV 110 (3 Semester Hours)

UNRESTRICTED ELECTIVES—to complete 64 Semester Hours

GENERAL COMPETENCY REQUIREMENTS

COMPUTER COMPETENCY: Every student must pass a computer competency test or demonstrate basic understanding of computer use by earning a C grade or better in CIS 101, 110, or 220.

ENGLISH: Competency is determined by passing English 101 with a grade of C or better.

FOREIGN LANGUAGE: Candidates for the associate in arts degree are not required to take a foreign language for graduation. However, foreign language competency is required for the bachelor's degree at Brevard College and may be required at other senior colleges.

PHYSICAL EDUCATION: Varsity athletes will be allowed to earn no more than four elective credits for participation in intercollegiate athletics. Only athletes who sign the appropriate eligibility form will receive credit.

REQUIREMENTS *for the* ASSOCIATE *in* FINE ARTS DEGREE

No courses numbered 100 or lower will apply toward the associate in fine arts degree. A total of 64 semester hours including the general requirements specified below, with a minimum grade point average of 2.0 on all courses attempted, is required for graduation.

All students are expected to take a sequential course in Area I Language and Literature each semester. Courses in communications should be taken last or in addition to courses in composition and literature. Only one course in Area III Physical Education may be taken per semester.

In order to earn an associate in fine arts degree, students also must demonstrate competence in the areas of oral communication, mathematics, and the use of computers.

REQUIREMENTS *for the* A.F.A. DEGREE *in* ART

CORE REQUIREMENTS—41 Semester Hours

Area I	Language and Literature	12 Semester Hours
Hours	Courses	
6	ENG 101 and ENG 102 or ENG 101H and ENG 102H	
3	ENG 201, 202, 203, 204, 215, 216, 281	
3	Select one:	
	COM 110	
	ENG 201, 202, 203, 204, 215, 216, 281	

Area II Humanities 6 Semester Hours**Hours Courses**

3 REL 101 or 102

3 *Select one:*

PHI 261, 262

REL 101, 102, 262, 253

Area III Physical Education2 Semester Hours**Hours Courses**2 Two activity courses from PE courses
or EXSC 200**Area IV Mathematics (above MAT 100) 3 Semester Hours
or Natural Sciences****Area V Field Requirements 19 Semester Hours****Hours Courses**

6 AH 101, 102

1 ART 112

6 ART 120, 121, 125

6 ART 130, 150

RESTRICTED ELECTIVES.....23 Semester Hours

Select from remaining ART courses—12 Semester Hours

Select from additional courses other than ART—11 Semester Hours

UNRESTRICTED ELECTIVES—to complete 64 Semester Hours**REQUIREMENTS for the A.F.A. DEGREE in MUSIC****CORE REQUIREMENTS—55 Semester Hours****Area I Language and Literature 9 Semester Hours****Hours Courses**6 ENG 101 and ENG 102
or ENG 101H and ENG 102H3 *Select one:*

COM 110

ENG 201, 202, 203, 204, 215, 216, 281

Area II Humanities 3 Semester Hours**Hours Courses**

3 REL 101 or 102

Area III	Physical Education	2 Semester Hours
Hours	Courses	
2	Two activity courses from PE courses or EXSC 200	
Area IV	Mathematics	3 Semester Hours
Hours	Courses	
3	Mathematics course above MAT 100 or Natural Sciences	
Area V	Field Requirements (Music)	35 Semester Hours
Hours	Courses	
8	APM 131, 133, 231, 233	
12	MUS 103, 104, 203, 204	
4	MUS 105, 106, 205, 206	
3	MUS 107	
2	MUS 121, 123	
4.5	ENS (students will be advised which ensembles to select among)	
1.5	RCT 101	
Area VI	Music Electives	3 Semester Hours

RESTRICTED ELECTIVES—9 Semester Hours

Select from additional courses other than music.

ADDITIONAL REQUIREMENTS

Piano Competency Exam (following MUS 123)

REQUIREMENTS *for the* ASSOCIATE *in* SCIENCE DEGREE

No courses numbered 100 or lower will apply toward the associate in science degree. A total of 64 hours including the general requirements specified below with a minimum grade point average of 2.0 on all courses attempted is required for graduation.

In order to earn an associate in science degree, students also must demonstrate competence in the area of oral communication, mathematics, and the use of computers.

CORE REQUIREMENTS—28 Semester Hours

Area I	Language and Literature	6 Semester Hours
Hours	Courses	
6	ENG 101 and 102 <i>or</i> ENG 101H and 102H	
Area II	Humanities	3 Semester Hours
Hours	Courses	
3	REL 101 <i>or</i> 102	
Area III	Physical Education	2–3 Semester Hours
2	Two activity courses from PE courses <i>or</i> EXSC 200	
Area IV	Mathematics	6 Semester Hours
Hours	Courses	
6	Two mathematics courses above Math 100	
Area V	Computer Science	3 Semester Hours
Hours	Courses	
3	CIS 101, CSC 201, 211, 212	
Area VI	Natural Sciences	8 Semester Hours
Hours	Courses	
8	<i>Select two laboratory courses</i>	

RESTRICTED ELECTIVES—12 Semester Hours

Select 12 semester hours from two of the following three divisions: Humanities, Social Sciences, and Fine Arts.

Humanities

COM 110

ENG 201, 202, 203, 204, 207, 215, 216, 281

FOREIGN LANGUAGE 201, 202

PHI 103, 105, 201, 202

REL 101, 102, 202, 203

ORG 103

THE 101

Social Sciences

ACC 201, 202

ECON 200, 201, 202

Any HIS prefix course

ORG 110, 205

PLSC 201

PSY 201, 202, 203

SOC 201

Fine Arts

ART 101

AH 101, 102

MUS 101, 107, 301, 302,

FIELD REQUIREMENTS—8 Semester Hours

Select eight semester hours: *Either* two science (BIO, CHE, GEOL, PHYS) *or* MAT courses numbered 200 or above; or three courses from science (BIO, CHE, GEOL, PHYS), MAT, or CSC, one of which is numbered 200 or above.

REQUIREMENTS *for* CERTIFICATION in OUTDOOR LEADERSHIP

Students who desire to seek employment in wilderness education immediately following two years at Brevard College should select the certification in outdoor leadership. While maintaining a liberal arts education, students will focus more time and energy in wilderness education studies. The outdoor leadership certification is nationally-recognized in water safety, wilderness first aid, and outdoor leadership.

This is a two-year terminal diploma track designed to provide employment immediately upon the completion of the program.

In order to earn certification in outdoor leadership, students must demonstrate competence in oral communication and the use of computers.

CORE REQUIREMENTS—40 Semester Hours

Area I	Language and Literature	12 Semester Hours
Hours	Courses	
6	ENG 101 and ENG 102 <i>or</i> ENG 101H and 102H	
6	Select two:	
	COM 110	
	ENG 201, 202, 203, 204, 215, 216, 281	
	Foreign language (intermediate level)	
Area II	Humanities	6 Semester Hours
Hours	Courses	
3	REL 101 or 102	
3	Select one:	
	ART 101	
	MUS 101, 107	
	PHI 261, 262	
	REL 101 or 102	
	THE 101	
Area III	Physical Education	5 Semester Hours
Hours	Courses	
5	Select five: rock climbing, kayaking, backpacking, mountaineering, canoeing, horseback riding, mountain biking, swimming, advanced swimming, or other physical education course.	

Area IV	Social Sciences	3 Semester Hours
Hours	Courses	
3	Select one PSY 201, 202, 203 SOC 201	
Area V	Natural Sciences	8 Semester Hours
	Select two laboratory courses.	
Area VI	Environmental Studies	6 Semester Hours

ADDITIONAL REQUIREMENTS—41 Semester Hours

Area VII	Outdoor Leadership Studies	3 Semester Hours
	and Aquatic Certification	
	Credits vary depending upon the background of the individual. Certification will be granted upon completion of PE 195C.	
Area VIII	Outdoor Leadership Core	21 Semester Hours
Hours	Courses	
3	WLEE 101 Outdoor Education	
3	WLEE 200* Leadership & Group Dynamics in Outdoor Pursuits	
3	WLEE 250* Wilderness First Aid	
1-6	WLEE 302 Outdoor Leadership/Internship	
3	WLEE 310* Outdoor Pursuits—Education: Water-Based	
3	WLEE 320* Outdoor Pursuits—Education: Land-Based	
3	WLEE 350* Wilderness Expedition	

*Only offered in Immersion Semester

COURSE DESCRIPTIONS

ACCOUNTING (ACC)

ACC 201 Principles of Accounting I 3 Semester Hours

A proprietary-based treatment of the accounting cycle, this course covers financial statements, merchandising, cash, receivables, payables, inventories, plant property and equipment, payroll, liabilities, and taxes. Prerequisite: sophomore standing or permission of the instructor.

ACC 202 Principles of Accounting II 3 Semester Hours

A continuation of ACC 201, students in this course study partnerships and corporations, investments, consolidated statements, statement analysis, generally accepted accounting principles, job order and process costing, and budgets. Prerequisite: ACC 201.

ADVISING (ADV)

ADV 101 First Year Forum 1 Semester Hour

First Year Forum is a one hour per week small group session required of all new students attending Brevard College. It provides every student with an initial faculty advisor, staff advisor, and student peer advisor to help make the academic and social transitions into the College community successful.

ADV 201 New Student Advising Leadership 1 Semester Hour

Offered to upperclassmen, this course offers credit to student leaders who participate in the advising program. During the weekly small group sessions, students serve as leaders in advising and group-building. This course may be repeated for credit.

ANTHROPOLOGY (ANTH)

ANTH 201 Principles of Anthropology 3 Semester Hours

An overview of the broad areas (biological, cultural, linguistic, and archeological) of anthropology, ANTH 201 focuses on the nature, concepts, and principles of anthropology. To better understand these concepts, students look more closely at cultural anthropology using primary examples from the Southeast and the Appalachian region. The course addresses the relevance of anthropology to contemporary social issues. Prerequisite SOC 201.

ANTH 230 Cultural Anthropology 3 Semester Hours

Using a case study approach, Cultural Anthropology examines the issues surrounding various peoples--their beliefs and behaviors. Students in this course select different countries and groups in order to compare new and old cultures throughout the world. Prerequisite: ANTH 201

ANTH 250 Appalachian Studies 3 Semester Hours

This course examines the prehistoric and early historical periods of the Appalachian area with a focus on cultural traditions exhibited in behaviors, myths, language, and literature. Prerequisite: ANTH 201

ARCHAEOLOGY (ARCH)**ARCH/ENV 111 Man and the Environment 3 Semester Hours
 in Antiquity**

Why is the area once called Eden now a desert? How did Stone Age farming practices strip Greek mountains of their topsoil? Did earthquakes play a significant role in the collapse of civilizations at the end of the Mediterranean Bronze Age? Were Roman attempts to shape and control their environment successful? This course addresses these questions and others in an interdisciplinary introduction to the development of ancient Near Eastern and Mediterranean urban centers and their lasting impact on the environment.

ARCH/ENV 201 Principles of Archaeology 3 Semester Hours

An overview of the development of archaeology, this course looks at theoretical concepts, field methods, laboratory analysis of materials, and the reconstruction of past cultural adaptations, technologies, and social structures. Students study past regional cultures to discuss current research questions. The interaction of archaeology with other anthropological, historical, and scientific fields contributes to a better understanding of past cultures, their variety and dependence on ecological factors. The use of modern technology and the continuing development of new perspectives provide models for addressing questions of contemporary society. Prerequisite: SOC 201

**ARCH/AH 221 Art and Archaeology of 3 Semester Hours
 Ancient Egypt**

Who built the pyramids? Was Tutankhamen murdered? Why was the last pharaoh, Cleopatra, not an Egyptian? These questions and more will be discussed in this introduction to the art and archaeology of ancient Egypt from the predynastic period through the Roman era. Beginning with the rise of the pharaonic state, this course examines the archaeological and artistic remains of Egypt including the great pyramids

at Giza, the New Kingdom temples and tombs at Thebes, the rise of Alexandria, and the monuments of the Ptolemies.

ARCH/AH 222 Art and Archaeology of 3 Semester Hours
the Greek Bronze Age

Were the Minoans the first flower children? Was the island of Thera really Atlantis? Were the Mycenaean Greeks swashbuckling sackers of cities or bean-counting bureaucrats? Did the Trojan War really happen? ARCH 222 addresses these and other questions in an introduction to the art and archaeology of prehistoric Greece.

ARCH/AH 223 Art and Archaeology of 3 Semester Hours
Ancient Greece

A medieval tourist once wrote, "Take care when you look at old statues, especially Greek ones." Find out why and what can be learned of early Western culture from studying Greek statues in this introduction to the art and archaeology of ancient Greece. The course traces the development of Greek culture from the Dark Age to the Roman period through examination and discussion of its artistic and archaeological remains. Special topics include the foundation of athletic competitions at Olympia, the spectacular remains of Periclean Athens, and recent developments in Greek archaeology.

ARCH/AH 224 Art and Archaeology of Ancient 3 Semester Hours
Italy and the Roman Empire

All roads once led to Rome, and the legacy of Roman art and architecture surrounds us today. This course examines the stupendous rise of Rome from its modest beginnings in a swamp to its development into the capital of antiquity's greatest empire. ARCH 224 surveys cultures that were swallowed and transformed by the Roman military and cultural machine, including the Etruscans, Greeks, Egyptians, Jews and the Brits.

ARCH/AH 321 Progressive Studies in the Art and 3 Semester Hours
Archaeology of Ancient Egypt

This course is offered as an upper-level alternative to the student who is studying the art and archeology of ancient Egypt. The student attends ARCH/AH 221 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

ARCH/AH 322 Progressive Studies in the Art and 3 Semester Hours
Archaeology of the Greek Bronze Age

This course is offered as an upper-level alternative to the student who is studying art and archaeology of the Greek Bronze Age. The student attends ARCH/AH 222

120 COURSES

and satisfies all course requirements but additionally meets individually with the professor and completes outside readings and writes an extended research paper.

ARCH/AH 323 Progressive Studies in the Art and 3 Semester Hours
Archaeology of Ancient Greece

This course is offered as an upper-level alternative to the student who is studying the art and archaeology of ancient Greece. The student attends ARCH/AH 223 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

ARCH/AH324 Progressive Studies in the Art 3 Semester Hours
and Archaeology of Ancient Italy
and the Roman Empire

This course is offered as an upper-level alternative to the student who is studying the art and archaeology of ancient Italy and the Roman Empire. The student attends ARCH/AH 224 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

ART

ART 101 Art Appreciation 3 Semester Hours

This introduction to the visual arts examines perception, culture, history, methods, and materials as influential factors in understanding art. Not open to art majors.

ART 112 Introduction to the Visual Arts 1 Semester Hour

This course presents an overview of the visual arts for foundation-level art majors. It serves as a supplement to and reinforcement of ART 130 and ART 150. Required of all entering art majors. Only offered fall semester.

ART 120 Drawing I 3 Semester Hours

This course introduces fundamental concepts and principles of drawing with an emphasis on direct observation. Students learn how to construct an accurate, proportional representation of three-dimensional objects on a two-dimensional plane. The course includes exploration of drawing techniques and media. *Art majors must earn C or higher to progress to ART 121 or ART 125.*

ART 121 Drawing II 3 Semester Hours

A continuation of Drawing I, this course places greater emphasis on observation as well as new approaches to theme, composition, media, and technique. Prerequisite: ART 120 with a grade of C or higher.

ART 125 Life Drawing I 3 Semester Hours

An introductory course in figure drawing, ART 125 students study skeletal and muscular structure as well as volumetric and proportional drawing. ART 125 may be taken as an alternative to ART 121. Prerequisite: ART 120 or permission of the instructor.

ART 130 2-D Design 3 Semester Hours

Students in this course learn the fundamental concepts and principles of visual organization on a two-dimensional plane. Through a series of assignments, they examine the capacity of basic visual elements to interact and create a coherent design.

ART 150 3-D Design 3 Semester Hours

Students in ART 150 use a variety of sculptural materials to demonstrate the fundamentals of three-dimensional design. Students create sculpture through both analytic and aesthetic approaches.

ART 220 Drawing III 3 Semester Hours

This course is an exploratory venture into image-making and interpretive drawing, which involves various solutions to composition, conceptual intention, media, and technique. Prerequisite: ART 121 or 125 with a grade of C or better.

ART 225 Life Drawing II 3 Semester Hours

This course is a continuation of Life Drawing I involving further study of the human form in relationship to its environment through the exploration of compositional and conceptual approaches. It includes exploration of drawing media and technique. Prerequisite: ART 125 with grade of C or better.

ART 230 Introduction to Computer Graphics 3 Semester Hours

An introduction to computer terminology and technique. Students learn integration of the computer as a tool for drawing, design, photography, and three-dimensional applications. Prerequisites: ART 120 and 130.

ART 231 Graphic Design I 3 Semester Hours

An extension of ART 130, this course pursues a sequence of increasingly complex problems, which provide an introduction to design processes central to visual communication and graphic design. Prerequisite: ART 130, ART 230.

ART 232 Graphic Design II 3 Semester Hours

This course continues the work begun in ART 230 and further develops elements of graphic design processes and applications. Students explore graphic, typographic, illustrative, and photographic relationships with various media and techniques. Prerequisites: ART 130, ART 231.

- ART 240** **Painting I** **3 Semester Hours**
Students learn the basic principles, methods, and materials of painting in ART 240. Through a series of problems, students investigate traditional and contemporary approaches to resolving problems of form, space, color, and composition. Prerequisites: ART 120, 121, or 125.
- ART 241** **Painting II** **3 Semester Hours**
A continuation of ART 240, this course challenges students with a sequence of increasingly complex problems. They develop greater theoretical awareness and grow as practicing studio artists. Prerequisite: ART 240.
- ART 250** **Sculpture I** **3 Semester Hours**
An extension of 3-D Design, Sculpture I develops the student's understanding of materials, positive and negative space, form, texture, and color. Throughout the semester, students explore sculpture through casting, assemblage, carving, and lamination. Prerequisite: ART 150.
- ART 251** **Sculpture II** **3 Semester Hours**
This course is for students who have completed 3-D Design and Sculpture I. The application of this course pertains to expanding the students' knowledge in dealing with outside site-specific sculpture through sketches, models, and the actual work. There will be assigned reading and a seminar-type discussion. Prerequisites: ART 150 and 250.
- ART 260** **Photography I** **3 Semester Hours**
Students in this course learn the fundamentals of 35mm camera operation and black-and-white film processing. In addition to basic theory, exposure, and processing methods, students explore the history of photography.
- ART 261** **Photography II** **3 Semester Hours**
A continuation of ART 260, this course helps students to refine both techniques and visual skills. They are introduced to large format (4x5) photography and use of color transparency film. They study alternative photographic processes. Prerequisite: ART 260.
- ART 270** **Ceramics I** **3 Semester Hours**
In this course, students learn fundamental handforming through coil, slab construction, and wheel throwing. They also discover the basics of glazing and firing techniques.
- ART 271** **Ceramics II** **3 Semester Hours**
Further developing clay techniques, students in ART 271 pay special attention to form and design. With an emphasis on throwing pottery on the potter's wheel, the course covers glaze chemistry and specific firing techniques. Prerequisite: ART 270.

ART 280 Printmaking I 3 Semester Hours
ART 280 students learn printmaking through the relief, intaglio, and stencil processes.

ART 281 Printmaking II 3 Semester Hours
A continuation of ART 280, this course further challenges students with advanced printmaking techniques and processes. Topics include mezzotint, engraving, plate lithography, and photo etching. Prerequisite: ART 280.

ART 308 Internship in Art 3 Semester Hours
In this practicum, students work in art-related employment settings, such as advertising agencies, galleries, arts councils, or museums. In consultation with an adviser, students develop experiences that will provide art management skills. Prerequisite: permission of the instructor.

ART 320/420 Progressive Studies in Drawing 3 Semester Hours Each
A continuation of ART 220 or 225, Progressive Studies in Drawing gives students greater experience in conceptual intention through media, technique, composition, and content toward the development of an individual approach. Prerequisites: ART 120, ART 121, or ART 225.

ART 330/340 Progressive Studies in Design 3 Semester Hours Each
A continuation of ART 230, Progressive Studies in Design presents students with an increasingly complex sequence of graphic design and visual communication problems. Prerequisites: ART 130 and ART 230.

ART 340/440 Progressive Studies in Painting 3 Semester Hours Each
To help students develop an individual approach to painting, this course explores medium, color, and composition. Prerequisites: ART 240 and ART 241.

ART 350/450 Progressive Studies in Sculpture 3 Semester Hours Each
Students in ART 350 continue their study of sculpture by specializing in a specific medium. Prerequisites: ART 150 and ART 250.

ART 351 Sculpture III 3 Semester Hours
This course is for students who have completed ART 150, 250, and 251. This course expands the students' knowledge and understanding of metal sculpture through sketches, modes, and the actual work. During this course, each student also will pursue his or her personal direction. There will be assigned reading and a seminar-type discussion. Prerequisite: ART 251.

ART 352 Sculpture IV 3 Semester Hours
This course is for students who have completed ART 150, 250, 251, and 351. Through sketches, models, and the actual work, this course expands students' knowledge of wood or metal sculpture. During this course, the student also will pursue

his or her personal direction. There will be assigned reading and a seminar-type discussion. Prerequisite: ART 351.

ART 360/460 Progressive Studies in Photography 3 Semester Hours Each

Using advanced techniques and a variety of materials, students in ART 360 expand their technique and individual expression in the photographic medium. Prerequisites: ART 260 and ART 261.

ART 370/470 Progressive Studies in Ceramics 3 Semester Hours Each

For advanced students in ceramics, ART 370 allows exploration of complex problems in media, technique and form. Prerequisites: ART 270 and ART 271.

ART 380/480 Progressive Studies in Printmaking 3 Semester Hours Each

To improve and refine printmaking skills, students in ART 380 continue their studies in silkscreen, etching, calligraphy, woodcut, and linocut. Prerequisite: ART 280.

ART 410 Senior Exhibition 3 Semester Hours

During their final semester, Art Majors organize and arrange an exhibition of a body of work. Under the guidance of an instructor, advanced students create work separate from prior course work for this major show. Prerequisite: permission of the instructor.

ART 490 Special Topics in Art 1-3 Semester Hours

An opportunity for an in-depth study of a single topic in art history or the visual arts, this course derives its focus from contemporary issues and techniques. Students meet regularly in a seminar or studio situation.

ART HISTORY (AH)

AH 101 Art History I 3 Semester Hours

An introduction to the history of art, this course looks at images from the cave paintings of the Stone Age to the artistic achievements of the Early Renaissance.

AH 102 Art History II 3 Semester Hours

An introduction to the history of art, this course examines masterpieces from the Renaissance, such as the works of Leonardo da Vinci, Michelangelo, and Jan van Eyck. Students follow the progression of art through the 20th century, including contemporary artists shaping today's art.

AH 121 Survey of Ancient Art 3 Semester Hours

A journey from the pyramids of pharaonic Egypt to the Colosseum of ancient Rome, this course is an introduction to the art and architecture of the ancient Western cultures of Egypt, the Near East, Greece, and Rome.

AH 122 Survey of Medieval Art 3 Semester Hours

Witness the establishment of Christianity throughout Europe in this introduction to medieval art and culture from its humble beginnings in the Roman world to the glorious creations of the Gothic era. Topics discussed include Early Christian catacombs, the influence of Byzantium, and the development of Romanesque and Gothic church architecture.

AH 123 Survey of Renaissance and Baroque Art 3 Semester Hours

From Leonardo da Vinci, Raphael, and Michelangelo to Rubens, Rembrandt, and Bernini, this introduction to Renaissance and Baroque art surveys many famous masterpieces of Western art. Topics discussed include the rediscovery of antiquity, the impact of science, and the effects of the Protestant Reformation and the Catholic Counter Reformation.

AH 124 Survey of Modern Art 3 Semester Hours

The Age of Reason, the American Revolution, and the French Revolution of the 18th century all heralded the rise of a modern age and, with it, modern art. This course surveys Neoclassical and Romantic art in Europe and the United States, followed by the "isms": Realism, Impressionism, Post-Impressionism, Surrealism, Expressionism, Cubism, and others leading to today's Postmodernism.

AH/ARCH 221 Art and Archaeology of Ancient Egypt 3 Semester Hours

For course description see ARCH 221

AH/ARCH 222 Art and Archaeology of the Greek Bronze Age 3 Semester Hours

For course description see ARCH 222

AH/ARCH 223 Art and Archaeology of Ancient Greece 3 Semester Hours

For course description see ARCH 223

AH/ARCH 224 Art and Archaeology of Ancient Italy and the Roman Empire 3 Semester Hours

For course description see ARCH 224

AH/ARCH 321	Progressive Studies in the Art and Archaeology of Ancient Egypt	3 Semester Hours
For course description see ARCH 321		
AH/ARCH 322	Progressive Studies in the Art and Archaeology of the Greek Bronze Age	3 Semester Hours
For course description see ARCH 322		
AH/ARCH 323	Progressive Studies in the Art and Archaeology of Ancient Greece	3 Semester Hours
For course description see ARCH 323		
AH/ARCH 324	Progressive Studies in the Art and Archaeology of Ancient Italy and the Roman Empire	3 Semester Hours
For course description see ARCH 324		
AH 353	Seminar in Modern Art	3 Semester Hours
Seminar topics develop from material presented in AH 124 and include 19th-century art, 20th-century art, contemporary art, and theories of modern art. Prerequisite: ART 124 or permission of the instructor.		

ATHLETIC PARTICIPATION (ATH)

Student-athletes at Brevard College can earn a maximum of four athletic credits for their participation in cross country, soccer, volleyball, indoor and outdoor track & field, baseball, softball, basketball, tennis, and golf. To receive athletic credit, the student must be eligible and must complete the season. Athletes may receive a maximum of one athletic credit per semester.

	1 SEMESTER HOUR EACH
ATH 108	Varsity Cross Country
ATH 109	Varsity Track
ATH 120	Varsity Baseball
ATH 133	Varsity Golf
ATH 141	Varsity Tennis
ATH 161	Varsity Volleyball
ATH 171	Varsity Basketball
ATH 173	Varsity Soccer
ATH 174	Varsity Softball

BIOLOGY (BIO)

BIO 110	Principles of Biology I	3 Semester Hours
BIO 110L	Lab	1 Semester Hour

This course introduces students to the unifying principles of biology. Topics include ecology, Mendelian and population genetics, evolution, animal behavior, and development. Prerequisite: MAT 099 or placement in MAT 100.

BIO 120	Principles of Biology II	3 Semester Hours
BIO 120L	Lab	1 Semester Hour

Students in this course learn the unifying principles of biology, including biochemistry, cell structure and function, bioenergetics, and molecular genetics. Prerequisite: MAT 099 or MAT 100.

BIO 210	Human Anatomy and Physiology I	3 Semester Hours
BIO 210L	Lab	1 Semester Hour

The first course in a two-semester sequence, BIO 210, 210L is designed for premedical students and exercise science majors, and students interested in allied health, nursing, physical education, and environmental studies. Lecture and laboratory topics include the structure and function of the integumentary, skeletal, muscular, and neuroendocrine systems. Offered fall semester. Prerequisite: one semester of biology and an additional semester of biology or chemistry.

BIO 220	Human Anatomy and Physiology II	3 Semester Hours
BIO 220L	Lab	1 Semester Hour

A continuation of BIO 210/BIO 210L, this course examines the structure and function of the cardiovascular, digestive, lymphatic, and urogenital systems through laboratory and lecture. Emphasis is on normal regulatory mechanisms and homeostatic processes. Offered spring semester. Prerequisite: BIO 210, 210L.

BIO 280	Nature and Technical Photography	1 Semester Hour
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This course introduces the photography of natural subjects through outdoor and close-up photography, micrography, photograph composition, camera use, film selection, and darkroom techniques. Offered in second half of fall semester or first half of spring semester. Prerequisites: personal camera with macro lens recommended, permission of the instructor required.

BIO 310	Environmental Physiology	3 Semester Hours
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A study of the physiological adaptations of organisms to their environment, involving comparison of the physiological effects of common stressors on plants, animals, and humans. Prerequisites: BIO 110, 110L and BIO 120, 120L.

BIO 320 Genetics 3 Semester Hours

Students learn the principles and mechanisms of heredity and gene expression. Topics studied include transmission genetics, molecular genetics, biotechnology, and the control of development. Prerequisites: BIO 110, 110L and BIO 120, 120L.

BIO 330 Evolutionary Biology 3 Semester Hours

Students learn the mechanisms of change, both micro and macro, in population characteristics. Topics include sources of variation, types of selection, cultural inheritance, speciation, and population genetics. Prerequisites: BIO 110, 110L and BIO 120, 120L

BIO 381 Trees and Shrubs 1.5 Semester Hours

Through field and laboratory experience, students study natural history, taxonomy, and identification of local trees and shrubs. Offered in first half of fall semester. Field and laboratory based. Prerequisite: ECOL 240.

BIO 382 Fungi and Lichens 1.5 Semester Hours

Through field and laboratory experience, students master natural history, taxonomy, and identification of local fungi and lichens. Offered in second half of fall semester. Prerequisite: ECOL 240.

BIO 383 Mosses and Ferns 1.5 Semester Hours

Students learn the natural history, taxonomy, and identification of local mosses and ferns through field and laboratory experience. Offered in first half of spring semester. Prerequisite: ECOL 240.

BIO 384 Wildflowers 1.5 Semester Hours

Covering the natural history, taxonomy, and identification of local herbaceous flowering plants, this course emphasizes both field and laboratory experience. Offered in the second half of the spring semester. Prerequisite: ECOL 240.

BIO 385 Invertebrates 1.5 Semester Hours

Students make their own documented collections of insects, spiders, crustaceans, mollusks, and worms to learn the natural history, taxonomy, and identification of local invertebrates. Offered in first half of fall semester. Prerequisite: ECOL 240.

BIO 386 Fish and Amphibians 1.5 Semester Hours

Through field and laboratory experiences, students engage in an exploration of the natural history, taxonomy, and identification of local fish and amphibians. Offered in second half of fall semester. Prerequisite: ECOL 240.

BIO 387 Reptiles and Mammals 1.5 Semester Hours

Students learn the natural history, taxonomy, and identification of local reptiles and mammals through field and laboratory experiences. Prerequisite: ECOL 240.

BIO 388 Birds 1.5 Semester Hours

An intensive study of local and neotropical spring birds that covers natural history, taxonomy, and identification through field and laboratory experience. Prerequisite: ECOL 240.

BUSINESS (BUS)

See ORG for business courses.

CHEMISTRY (CHE)

CHE 101 General Chemistry I 3 Semester Hours

CHE 101L Lab 1 Semester Hour

Designed for students interested in nursing or the liberal arts, lecture and laboratory topics include atomic and molecular structure, physical states of matter, chemical nomenclature, stoichiometry, and nuclear chemistry. Credit will not be given for both CHE 101 and 103. Prerequisite: MAT 99 or placement.

CHE 102 General Chemistry II 3 Semester Hours

CHE 102L Lab 1 Semester Hour

A continuation of CHE 101, this course explores solutions, acids and bases, chemical equilibrium, introductory organic chemistry, and introductory biochemistry through lecture and laboratory. Prerequisite: CHE 101. Credit cannot be given for both CHE 102 and CHE 104.

CHE 103 Principles of Chemistry I 3 Semester Hours

CHE 103L Lab 1 Semester Hour

Designed for science majors, lecture and laboratory topics include atomic structure, chemical reactions and stoichiometry, thermochemistry, electronic structure and the periodic table, bonding, structure and nomenclature of molecules, molecular orbital theory, and physical states of matter. Prerequisite: MAT 100 or placement.

CHE 104 Principles of Chemistry II 4 Semester Hours

CHE 104L Lab 1 Semester Hour

A continuation of CHE 103, this course examines solutions and colloidal suspensions, oxidation-reduction reactions, electrochemistry, kinetics, chemical equilibrium, complex ions, theories of acids and bases, thermodynamics, and nuclear chemistry. Prerequisite: CHE 103.

CHE 201	Organic Chemistry I	3 Semester Hours
CHE 201L	Lab	1 Semester Hour

The fundamental concepts, chemistry, and physical properties of carbon compounds are introduced in this course. Topics include reaction mechanisms, structural influences on chemical properties, and spectral interpretation as well as detailed coverage of alkyl halides and alcohols. The laboratory introduces key techniques through the microscale study of class reactions and the purification of their products. Offered fall semester. Prerequisite: CHE 104 or permission.

CHE 202	Organic Chemistry II	3 Semester Hours
CHE 202L	Lab	1 Semester Hour

A continuation of CHE 201, this course looks in detail at carbon compounds and aromatics, concluding with a study of the biologically important classes of compounds not covered previously. Offered spring semester. Prerequisite: CHE 201.

CHE 301	Biochemistry	3 Semester Hours
CHE 301L	Lab	1 Semester Hour

Through laboratory and lecture, CHE 301 inquires into carbohydrates, lipids, proteins, nucleic acids, enzymes, and biological metabolism. Major emphasis is on the chemistry of biological compounds. Prerequisites: CHE 103, 103L and CHE 104, 104L.

CLASSICS (CLAS)

CLAS 103	Classical Mythology	3 Semester Hours
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This course offers an introduction to the Greek and Roman myths of creation, cosmic order, and the formation of the physical world. Special attention is devoted to the Olympian divinities (Zeus, Hera, etc.) and to those gods and goddesses associated with mountains, rivers, and forests.

COMMUNICATIONS (COM)

COM 110	Introduction to Communications	3 Semester Hours
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A survey of the basic principles of human communication, this course offers opportunities to apply these principles in various discursive contexts.

COM 201	Relational Communications	3 Semester Hours
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Students in COM 201 examine interpersonal communication research and theories as they apply to dyadic, small group, and organizational environments. The course includes analyses of effective decision-making techniques, task/maintenance relationships, and conflict management.

COM 212 Communications and Mass Media 3 Semester Hours

COM 212 explores the social impact of mass media on individual behavior, violence and TV, consumerism, and popular culture. Students gain an overview of the major fields of mass communication, including advertising, broadcast media, newspapers, magazines, book publishing, and film.

COM/ENG 302 Environmental Communications 3 Semester Hours

An advanced journalism course, COM 302 confirms the importance of research in writing about environmental issues as well as in investigative policy reports for technical and popular audiences. Class and interview experience stress creative thinking, thorough research, interviewing, information organizing, and clear writing. Prerequisite: JOUR 101 or ENV 110.

COMPUTER INFORMATION SYSTEMS (CIS)**CIS 101 Introduction to Computing 3 Semester Hours**
and Information Processing

An introductory course, CIS 101 provides students with the conceptual and technical background, vocabulary, and practical application skills necessary to enhance their success in our increasingly computerized society. Class structure emphasizes maximum hands-on experience in a microcomputer/networked environment in the following areas: usage of an operating system; exposure to popular word processing, spreadsheet, and database software packages; and electronic communications including electronic mail and the Internet. Other topics surveyed are the development of and current technologies of computers, their role in society, and various aspects of microcomputer hardware and software.

CIS 210 Business Computing 3 Semester Hours

This is an intermediate computer course within the Organizational Leadership curriculum providing a technical and conceptual background for recognizing the role of computer information resources in enhancing organizational processes. Class structure stresses extensive hands-on experience in problem-solving utilizing software applications for electronic communication, word processing, spreadsheet analysis, database management, and professional presentation development found in an integrated business software program. Prerequisite: CIS 101 or placement.

CIS 220 Exploring the Internet 3 Semester Hours

This course introduces students to the multiple applications of the Internet as tools for promoting communication, data sharing, discussion, and research, and provides a framework for understanding the societal implications and ethical issues associated with this technology. Instructors employ a combination of teaching

platforms including lectures, small-group, and online discussions, and comprehensive hands-on computer assignments. The course regards the Internet as both the object of study and a mechanism for facilitating collaborative learning. Corequisite: ENG 101 or permission of the instructor.

CIS 300 Systems Analysis and Design 3 Semester Hours

The course introduces and familiarizes students with the five phases of the Computer Information Systems life-cycle: planning analysis, design, implementation, and operations and support. A significant component of student course work entails analysis and evaluation of existing organizational information systems through case studies and student projects. Prerequisite: CIS 210 or permission of the instructor.

CIS 310 Management Information Systems 3 Semester Hours

The course introduces students to the role of management information systems and their strategic use in the organizational environment. Topics discussed include: fundamentals of computer communications and data management, system analysis and design, practical organization and supervision of information system resources, decision support systems, artificial intelligence, and expert systems, as well as the security, legal, and ethical issues associated with the technology. Prerequisite: CIS 210 or permission of the instructor.

**CIS 320 Special Topics in Computer 3 Semester Hours
Information Systems**

This course allows students to investigate the utilization and management of computer resources at a more advanced level, with greater emphasis toward capitalizing on organizational opportunities. Selected topics may include electronic commerce, advanced website management, and network administration. Prerequisites: CIS 210 and CIS 220 or permission of the instructor.

CIS 340 Database Management 3 Semester Hours

CIS 340 provides a comprehensive study of database concepts and skills with emphasis on organizational applications. Students learn the essentials of database planning, processing, design, implementation, and administration. They achieve hands-on experience in design and implementation using a current database management system. Prerequisite: CIS 210 or permission of the instructor.

**CIS 350 Small Business Computer 3 Semester Hours
Applications**

The course offers a study of computer technology in a small business setting. The course emphasizes functional usage of popular computer software for managing accounting and financial procedures. In addition, students learn HTML programming and the fundamentals of Web Page design in recognition of the growing importance of the Internet as a beneficial marketing tool for the small business. Prerequisite: CIS 101 and ACCT 201 or permission of the instructor.

COMPUTER SCIENCE (CSC)

CSC 211	Structured Programming I	3 Semester Hours
CSC 211L	Lab	1 Semester Hour

An introduction to algorithm development and problem solving methods using the object-oriented paradigm. The language of instruction is C++. Prerequisite: MAT 100.

CSC 212	Structured Programming II	3 Semester Hours
CSC 212L	Lab	1 Semester Hour

A continuation of CSC 103 with emphasis on program design and testing. Data structures are introduced. There is a two-hour weekly laboratory. Prerequisite: CSC 103.

CSC 201	Data Structures	3 Semester Hours
CSC 201L	Lab	1 Semester Hour

A study of data organization using arrays, stacks, queues, linked lists, trees, and tables. Sorting, searching, and recursive techniques are explored. There is a required two-hour weekly laboratory. Prerequisite: CSC 104.

CSC 203	Computer Architecture	3 Semester Hours
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Principles of computer architecture, data representation, assembly language, addressing, and operating system fundamentals. Prerequisite: CSC 104.

COUNSELING (COU)

COU 201	Introduction to Basic Counseling Skills	3 Semester Hours
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This course is designed to enhance students' self-awareness so that they can be effective peer counselors. Emphasis is placed on self-observation as students are given opportunities to develop active listening and problem-solving skills. Students examine developmental and transitional issues commonly encountered by college students as well as guidelines for crisis management. Active participation is required.

ECOLOGY (ECOL)

ECOL 200	Topics in Ecology I	1 Semester Hour
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This weekly seminar provides a forum for topics in ecology and related areas. In addition to furthering the understanding of biological topics, discussion and independent readings are assigned to explore social and value implications. Offered second half of fall semester or first half of spring semester.

ECOL 240 Biodiversity 3 Semester Hours

A study of the diversity of life on earth with emphasis on plants and animals, ECOL 240 examines the role they play in the ecosystem. Microbes and protists are also included as well as natural history, classification, geologic history, and field experiences. Prerequisites: BIO 110, 110L and BIO 120, 120L.

ECOL 250 Plant Ecology 3 Semester Hours

A quantitative assessment and interpretation of plant populations, communities, and their environment using local forests, mountains, and wetlands. Topics include precipitation, temperature, soils, distribution, habitat diversity, succession, plant and animal relations, forested watersheds, and forest composition. Prerequisites: BIO 110, 110L and BIO 120, 120L.

ECOL 260 Animal Ecology 3 Semester Hours

Through quantitative assessment and interpretation of animal populations, communities, and their environment, ECOL 260 studies local forests, mountains, and wetlands. Topics include distribution and abundance, population dynamics, competition, predation, symbiosis, and plant and animal relations. Prerequisites: BIO 110, 110L and BIO 120, 120L.

ECOL/ENV 340 Behavior of Model Systems 3 Semester Hours

In this course, students conceptualize and study dynamic cultural and natural systems using a visually oriented computer program, *Stella II*, and a text explaining conceptual methods of modeling. The course provides hands-on experience, report writing, and an interdisciplinary perspective. Prerequisites: MAT 131 (or equivalent), MAT 141, computer literacy, and ENV 110; or permission of the instructor.

ECOL 350 Terrestrial Ecosystems 3 Semester Hours

This course takes a quantitative systems perspective using the watershed as a fundamental landscape unit and includes the roles of humans in ecosystems. The natural ecosystem is investigated in terms of its structure and function including trophic chains, biomass distribution, chemical distribution, soils, biodiversity, energy flow, biogeochemical cycling, pollution, and primary and secondary production. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Prerequisites: BIO 110, 110L and BIO 120, 120L.

ECOL 360 Aquatic Ecosystems 3 Semester Hours

This course takes a quantitative systems perspective using freshwater and marine ecosystems and includes the roles of humans in ecosystems. The natural ecosystem is investigated in terms of its structure and function including trophic chains, biomass distribution, chemical distribution, biodiversity, energy flow, biogeochemical cycling, pollution, and primary and secondary production. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Prerequisites: BIO 110, 110L and BIO 120, 120L.

COL 400 Topics in Ecology II 1 Semester Hour

This weekly seminar provides a forum for advanced topics in ecology or other related areas. In addition to furthering the understanding of biological topics, discussion and independent readings will be assigned to explore social and/or value implications whenever appropriate. Offered second half of fall semester or first half of spring semester.

COL/ENV 410 Human Ecology 3 Semester Hours

A study of past and contemporary human civilizations, this course looks at the effects different societies have had on the environment. Topics include the agricultural evolution and the domestication of animals, the Industrial Revolution, population growth, utilization of finite resources, air and water quality, and food production. Prerequisites: BIO 110, 110L or ENV 110.

COL/ENV 494 Senior Project I 2 Semester Hours

Students demonstrate interdisciplinary ability in this course by completing a faculty-approved project such as a senior thesis. In the first course, students propose a project question, develop a plan to resolve it, create a bibliography, and complete one chapter of writing. Class meets weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisites: ecology major with all 100/200 level major requirements or permission of the instructor.

COL/ENV 495 Senior Project II 2 Semester Hours

Students complete senior projects begun in ECOL/ENV 494. Class meetings continue with discussion, critical thinking, and problem solving. Students also meet privately with their advisers to review their papers or projects. The one-on-one reviews are used by the student to improve the writing, content, logic, and organization of the paper or project. Prerequisites: ecology major with all 100/200 level major requirements, ECOL/ENV 494, or permission of the instructor.

ECONOMICS (ECON)**ECON 200 Introduction to Economics 3 Semester Hours**

A rapid review of economic essentials, this course covers market demand, pricing, national income, employment, and monetary policy. Designed especially for students not majoring in business or economics.

ECON 201 Macroeconomics 3 Semester Hours

A study of national production, employment, income, and price levels, Macroeconomics looks at how these forces relate to one another. Students also explore alternative theories of economic instability, fiscal policy, monetary policy, and international trade. Prerequisite: sophomore standing or permission of the instructor.

ECON 202 Microeconomics 3 Semester Hours

A study of the market system, supply and demand, price mechanisms and allocation of resources, Microeconomics looks closely at competition, monopoly, and imperfect competition. Prerequisite: sophomore standing or permission of the instructor.

EDUCATION (EDU)**EDU 201 Introduction to Teaching 3 Semester Hours**

The purpose of this course is to introduce the prospective teacher to the real world of teaching through classroom activities and a field experience of approximately 20 hours at local public schools. The course covers traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from the teachers' perspectives; and exploration of personal needs and goals in relation to teaching. Prerequisite: PSY 201.

ENGLISH (ENG)

Students who have an inadequate foundation in English may be required to complete ENG 100 (Basic Grammar and Composition) before attempting higher levels courses in English. See description under Academic Support courses, page 197.

ENG 101 Rhetoric and Composition 3 Semester Hours

This course emphasizes all skills related to expository writing and provides practice in the major rhetorical modes and research. The development of writing style through prewriting, writing, and revision will be emphasized. Essays are regularly assigned. Prerequisite: placement in ENG 101 or a grade of C or higher in ENG 100.

ENG 101H Honors Writing Seminar 3 Semester Hours

An honors-level freshman composition course, ENG 101H is an interdisciplinary writing seminar designed to develop students' abilities for writing clear, cogent expository prose. Thematically organized, topics will change on a semester by semester basis. This honors seminar is designed to promote rigorous written and oral intellectual exchange. Essays and research are regularly assigned. Prerequisite: placement or permission of the instructor.

ENG 102 Composition and Literature 3 Semester Hours

A continuation of English 101 with an introduction to selected literature and critical thinking. Prerequisites: a grade of C or better in ENG 101.

ENG 102H Advanced Composition 3 Semester Hours
and Literature

An honors-level freshman composition course, ENG 102H is an advanced study of literature designed to promote rigorous written and oral intellectual exchange and to develop students' critical thinking and writing skills. Prerequisite: placement or permission of the instructor.

ENG 201 British Literature to 1785 3 Semester Hours

A study of the literature of the so-called Dark Ages, the Middle English period, the Reformation, and the Restoration, ENG 201 includes readings in Beowulf, Chaucer, Shakespeare, and Milton. Prerequisite: ENG 102 or 102H.

ENG 202 British Literature since 1785 3 Semester Hours

A study of the significant literature of the Romantic, Victorian, and Modern periods, ENG 202 focuses attention on historical and cultural backgrounds. Readings include Blake, Wordsworth, Keats, and Yeats. Prerequisite: ENG 102 or 102H.

ENG 203 American Literature to 1890 3 Semester Hours

A representative study of major writers of the Puritan, Colonial, and Romantic periods, ENG 203 includes Bradstreet, Hawthorne, Thoreau, Whitman, Dickinson, and Twain. Prerequisite: ENG 102 or 102H.

ENG 204 American Literature since 1890 3 Semester Hours

A representative study of major writers of Realism and the Modern period, ENG 204 includes Crane, Eliot, Frost, Fitzgerald, and Faulkner. Prerequisite: ENG 102 or 102H.

ENG 207 Creative Writing 3 Semester Hours

In this course, students develop their creative writing skills through writing exercises that reinforce both theory and technique. Students also receive creative stimulation through selected readings. Prerequisite: ENG 102 or 102H or permission of the instructor. Satisfies Area VIII for the bachelor of arts degree. Does not satisfy Area II requirement of the associate in arts degree.

ENG 208 Creative Nonfiction 3 Semester Hours

Creative nonfiction fuses attention to style and form with concern for fact. Combining scientific accuracy with human warmth, essays can inform, persuade, or amuse. Creative nonfiction uses techniques of fiction such as setting, characterization, and lyric narration to present factual information enhanced by personal reflection and honed by careful crafting. Students read master prose stylists like McPhee and Matthiessen and compose their own essays. Prerequisite: ENG 102 or 102H or permission of the instructor.

- ENG 209** **Poetry Writing** **3 Semester Hours**
Beginning writers need to be aware of their obligations to craft when writing poetry. Students keep a journal of ideas, do exercises that stimulate figurative power, practice laser-like description, experiment with form and rhyme and meter, learn to peel away sentimentality and self-pity, and begin developing a personal style forged by exposure and experience. Students build a manuscript of verse separate from their class exercises, read aloud, and complete a special project. Prerequisite: ENG 207 or ENG 208.
- ENG 210** **Fiction Writing** **3 Semester Hours**
This course helps students become more aware of and proficient in the craft of fiction. Students should be prepared to write frequently, to duplicate their work for discussion, and to offer constructive criticism of their classmates' work. The forms and techniques of imaginative writing are investigated, and students complete an array of writing projects. Participants coordinate reading projects with their own creative writing endeavors. Prerequisite: ENG 207 or ENG 208.
- ENG 211** **Introduction to Film** **3 Semester Hours**
A historical survey of the development of the film industry as a distinctive art form, this course promotes critical analysis through discussion and individual projects. Students view films from the silent era through modern times. The course meets once a week for three hours. Prerequisite: ENG 101 or 101H or permission of the instructor.
- ENG 215** **Wilderness Literature** **3 Semester Hours**
In this course, students encounter the historic memoirs of frontier explorations of North America and essays on wilderness issues. Representative authors may include Audubon, Bartram, Muir, Snyder, and Abbey. Prerequisite: ENG 102 or 102H.
- ENG 216** **Literature of the Environment** **3 Semester Hours**
American culture developed from confrontation with the frontier. Environmental literature reflects our roots grounded in landscape and reflects the rise of ecological awareness in this century. Ecological criticism of literature uses concepts of the science of ecology to analyze literary style and content. Students will pursue close readings of selections and whole texts by Hawthorne, Thoreau, Cather, Carson, Leopold, Abbey, Maclean, Stegner, and Williams. Students develop critical-thinking skills and practice writing critical essays. Prerequisite: ENG 102 or 102H.
- ENG 250** **Introduction to Language Study** **3 Semester Hours**
A survey of the development of the English language from its Indo-European background to the present, ENG 250 covers various grammars, dialects, and levels of language use. The class explores psychological factors, cultural roles, and the nature and development of human/other languages and their historical changes. Prerequisite: ENG 102 or 102H.

ENG 251 Overview of Literary Criticism 3 Semester Hours

Providing a historical review of literary theory, this course offers grounding and practice in modern literary theory, emphasizing accuracy and thoroughness in research skills, and exploring the motivations behind literary scholarship. [Note: Entrance to ENG 251 is by successful completion of ENG 102 or 102H. Completion of a sophomore literature survey is highly recommended.]

ENG 255 Theory and Practice of Language Teaching 3 Semester Hours

Designed to familiarize students with current methodologies in ESL teaching at the secondary and college levels, ENG 255 explores contemporary linguistic and learning theories. Students will have the opportunity to explore multiple aspects of language teaching and learning, approaches to literature and culture, testing and evaluation, and criteria for the selection of textbooks. Students also practice teaching in ESL or other foreign language courses at Brevard College. Prerequisite: ENG 102 or 102H.

ENG 281 Myths at Work 3 Semester Hours

Following an introductory study of selected Greek, Teutonic, and Middle Eastern myths and their relationships to their societies, students explore the stories told by people of other cultures and other times, as well as the stories told by and about practitioners in fields such as the social sciences, the natural sciences, the arts, business, sports, and politics. Prerequisites: ENG 102 or 102H with grade of C or higher.

ENG 301 Advanced Expository Writing 3 Semester Hours

This course focuses on the principles and styles commonly used in exposition. Students read and analyze a variety of nonfiction essay styles ranging from process analysis to extended definition and argumentation. These essays then serve as stylistic models for student writings. Investigation and analysis of literary, cultural, religious, or environmental issues play an important part in this workshop course. Prerequisite: ENG 102 or 102H.

ENG/COM 302 Environmental Communication 3 Semester Hours

For course description see COM 302. Prerequisite: JOUR 101 or ENV 110.

ENG 303 Nature Writing Workshop 3 Semester Hours

Nature writing is about sense of place, sense of self, and sense of self in place. It asserts the value of literature and the understanding of fundamental natural processes and ecological connections. Students will read authors such as Wordsworth, Muir, Berry, Oliver, Snyder, and Dillard and write their own works of poetry, fiction, and nonfiction. Prerequisite: ENG 207 or 208 or permission of the instructor.

ENG 305 Technical Communication 3 Semester Hours

Through exercises in workplace correspondence, ENG 305 introduces students to the specialized writing styles and formats used for business audiences. Assignments and class discussions are geared to real-life corporate situations. Students learn to refine style, analyze content, collect and organize data, summarize technical prose, use graphics, design documents, write effective letters and memos, present oral reports, and write such specialty items as feasibility studies and formal bids or proposals. Prerequisite: ENG 102 or 102H.

ENG 308 Advanced Nonfiction Essay 3 Semester Hours

Good writing is full of exploration, risk, and discovery. Fine essays with patterns, metaphors, coherence, and resonance sound good and ring true. In this continuation of ENG 208, students pursue intensive work in developing voice and craft through the writing of personal essays, biography, and travel writing. Prerequisite: ENG 208.

ENG 309 Advanced Poetry Workshop 3 Semester Hours

Aimed at experienced poets seeking to improve and refine their personal styles, this course uses the workshop format with discussions covering modern poetic trends, assembly of manuscripts, and a publishing-world reality check. A substantial body of quality poetry is the expected final product. Prerequisite: ENG 209.

ENG 310 Advanced Fiction Workshop 3 Semester Hours

This is a workshop course designed for experienced writers of fiction. It offers an environment in which students are free to explore the basic principles of fiction writing through critical class discussion and critique, extensive reading and intensive discussion of published fiction, and the application of these principles to their own writing. The course is centered around the students' own stories, with a strong focus on peer criticism, and includes a wide range of readings that emphasize narrative technique, point of view, characterization, structure, and style. Prerequisite: ENG 210.

ENG 320 British Literature to 1500 3 Semester Hours

Imagine the clank of tankards on a mead hall table as Anglo-Saxon revelers keep the beat of poetry praising a warrior hero. This course begins with the earliest English poems of the late Dark Ages, including *Beowulf* and "The Battle of Maldon," and explores in depth Chaucer's *Canterbury Tales*, *Sir Gawain and the Green Knight*, Malory's *Le Morte d'Arthur*, and several of the famous dream visions. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 321 Renaissance and Restoration:
16th, 17th, and 18th Centuries 3 Semester Hours**

The age of great English poetry begins with Sidney, Spenser, Shakespeare, and Donne. The political, social, economic, and theological backgrounds of the writers and their work add dimension to this study. In addition to poets and satirists, this course includes the heyday of Elizabethan drama, satirists, and the closing of the

eatery by the Puritans and their reopening in 1660. Other readings include Jonson, Milton, Dryden, Pope, Swift, and Gray. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 322 Shakespeare 3 Semester Hours

If comedy is about laughing, students will laugh with Shakespeare's *A Midsummer Night's Dream*. If tragedy is about crying, students will cry over *Othello* and *King Lear*. If history is about war, students will fight about *Henry IV* and *Richard III*. In other words, students in ENG 322 will laugh, cry, and fight as they discover why Shakespeare is the most quoted writer of all time. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 326 Romantic and Victorian:
19th-Century British Literature 3 Semester Hours**

Get ready for some of the greatest names in British literature: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Austen, Brontë, Tennyson, Arnold, Dickens, and Wilde. These writers are studied against the social, economic, scientific, and theological backgrounds of their period, particularly the Industrial Revolution and Darwinism. In addition, the unique personal relationships between some of these writers and their influence upon one another provide a basis for fascinating connections. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 328 Modern British and Irish Literature 3 Semester Hours

This class offers a study of some of the powerful and varied works to arise from Great Britain and Ireland during the 20th century. Strong and troubled voices emanating from Great Britain speak to the devastation of the two world wars, postwar rationing, social upheaval, and the dismemberment of an empire. Ireland entered the 20th century in armed rebellion and has struggled to deal with independence, political division, and sectarian violence against a backdrop of mythology, folklore, and the country's unique brand of Roman Catholicism. Readings are from the works of Conrad, Keats, Shaw, Lawrence, Woolf, Auden, Greene, Heaney, and others. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 330 Puritan and Colonial:
17th- and 18th-Century American Literature 3 Semester Hours**

Writings from 17th- and 18th-century America reveal a fascinating variety of intellects at work and play. Readings in authors from Bradford to Bryant explore cultural and religious conflicts, political maneuvering, attitudes toward nature and human nature, and legends in the making. Authors may include Bradstreet, Mather, Franklin, Irving, Cooper, and Wheatley as well as others. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 331	Romanticism and Realism: 19th-Century American Literature	3 Semester Hours
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Readings in this course examine works that define, exemplify, and criticize U.S. society and art of the 19th century. Featured writers include Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, James, and Crane. Other readings explore lesser-known voices with differing perspectives on life in the United States. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 333	20th-Century American Poetry	3 Semester Hours
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This course gives a close examination of the important movements of the last 100 years. Topics include imagism, the "Beat Generation," confessional poetry, war poetry, the wide acceptance of open-form poetry, and the decline and return of closed-form poetry. Throughout the course, we watch American poets struggle to find an identity and a personalized voice. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 334	20th-Century American Fiction	3 Semester Hours
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Modern American fiction arose from naturalism and evolved into the literary form that characterizes postmodern and contemporary American literature. Emphasis is on social, historical, ideological, and aesthetic connections between the novel and 20th-century American life. Readings are from Dreiser, Hemingway, Faulkner, Wharton, Cather, Fitzgerald, Lewis, Mailer, Salinger, Updike, Bellow, and others. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 340	African-American Literature	3 Semester Hours
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Many of the most exciting writers in English today are African-Americans, because they have discovered and rewritten their own history while filling in gaps in the larger quilt of American tradition. Topics include slavery, religion, family, and oral history. Authors include Wheatley, Douglass, Washington, Hughes, Ellison, Wright, Brooks, Walker, Dove, and Morrison. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 341	Women in Literature	3 Semester Hours
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Students in this course encounter novelists, poets, essayists, and critics whose works stem from their identity as women who think, feel, and write. These women may include Wollstonecraft, Stein, Woolf, Lessing, Plath, Levertov, Walker, Rich, and others. Readings explore the roles of women in varying racial and cultural situations. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 342	Southern Literature	3 Semester Hours
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Whether viewed as one region or as several "Souths," the southeastern United States has a recognized identity in literature as well as in history. This course charts the development of Southern writers and themes, with a focus on the Southern Renaissance and authors such as Faulkner, Wolfe, O'Connor, Welty, and Warren. The richness and diversity of the Southern literary tradition will also be studied in readings from the predecessors and successors of the authors listed above. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 351 **Literature of the Western** **3 Semester Hours**
World I: Classical through Medieval

A study of the creative spirit of the Western world, this course explores foundation documents of Western culture. Excluding British literature, the readings juxtapose the Old and New Testaments with the epics of Homer and Virgil, the formal drama of Greece with the personal drama of St. Augustine, the philosophical traditions of Plato and Aristotle with the earthiness of the *Carmina Burana* and the *Decameron*. Other works which may be included are *Saga of Hrafnkel Priest of Frey*, *The Song of Roland*, and writings of Abelard and Villon. Study ends with Dante's influential masterwork *The Divine Comedy*. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 352 **Literature of the Western** **3 Semester Hours**
World II: Renaissance through Romantic

This course time-travels through five centuries of creative achievement on the western European continent in the company of Petrarch, Machiavelli, Cervantes, Molière, Voltaire, Rousseau, Goethe, Pushkin, and others. Readings in this course examine attitudes toward emotion, intellect, and spirit; society, the individual, and progress; nature and human nature. The ideas and art forms encountered are those that have continued to influence the culture of continental Europe as well as the cultures of Great Britain and the Americas. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 353 **Literature of the Western World III: 3 Semester Hours**
Realism, Naturalism, and Beyond

This course enters the literary world of modern Europe with readings from Flaubert, Dostoevsky, Tolstoy, Ibsen, Baudelaire, Mallarme, Mann, Kafka, Dinesen, Nabokov, Sartre, Camus, and others, including works too recent to have been anthologized. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

ENG 410 **Special Topics in Literature** **3 Semester Hours**

Creativity and concentration are the key words for this varying-emphasis course. Teacher discretion and student interest determine the offerings here. Some possibilities include an in-depth study of one author, close examination of a literary episode (i.e., the Harlem Renaissance), a thematic study (children's literature), or a regional or ethnic study (Native American, Appalachian). Prerequisite: ENG 102 or 102H.

ENG 420 **Advanced Genre Studies** **3 Semester Hours**

A chance for specialized study within a specific genre. Some possibilities are poetry (the epic, pastoral elegy, lyric, narrative, allegory, love poetry); drama (Greek comedy, theater of the absurd); the novel (thematic studies, novels of the sea, war, or manners; subgenre science-fiction, horror, detective, or sports novels); short fiction (Southern gothic, tales of suspense, experimental). Prerequisite: ENG 251.

ENG 495**Senior Seminar****3 Semester Hours**

This course centers on long-term research writing in an independent study/small-group environment. With regular one-on-one faculty guidance, students investigate areas of interest to them within the confines of their major emphasis. Mentor conferences and progress reports are regularly held. An oral presentation of the student's final product is a requirement of the senior seminar.

**ENGLISH AS A SECOND LANGUAGE (ESL)
INTENSIVE ENGLISH INSTITUTE (IEI)****ESL 094****American Culture****2 Semester Hours**

The primary goal of this course is to help students understand general American culture. It focuses on Americans' perspectives on education, political system and other aspects of their lives. It also uses selected articles and essays from newspapers and magazines to provide students with more information about American culture. It also helps students become familiar with different varieties of language styles. Some language points will be explained and practiced.

ESL 095**Listening****2 Semester Hours**

Students in this course improve their ability to hear and understand English, learn new vocabulary and the correct context for its use as well as when to use formal or informal language.

ESL 096**Conversation****3 Semester Hours**

In this course, students improve their oral communication skills by learning correct pronunciation, increasing vocabulary and idiomatic use, and enhancing speaking and listening comprehension. They also acquire American cultural knowledge.

ESL 097**Reading****3 Semester Hours**

Students in ESL 097 learn to look for contextual clues to understand meaning and unfamiliar words, to skim for needed details, and to summarize and paraphrase main ideas.

ESL 098**Writing****2 Semester Hours**

ESL 098 aims to help students improve their sentence-writing skills, consolidate grammar rules, organize ideas, and develop other expository writing skills.

ESL 101**Communication Skills I****3 Semester Hours**

An intermediate-level course in ESL, this course encourages students who already have basic competency to improve their language skills. They work on the grammatical principles and structural patterns of both spoken and written English.

ESL 202**Communication Skills II****3 Semester Hours**

A continuation of ESL 201, this course concentrates on standard written English through the consideration of selected literary pieces.

ENRICHMENT (ENR)**ENR 101H Enrichment Seminar 1 Semester Hour**

This course is a discussion seminar designed for student in the Brevard College Honors Program. Pass/Fail. Prerequisite: permission of the instructor.

ENR 480 Senior Enrichment Seminar 1 Semester Hour

This course is designed to assist the student in making a successful transition to life after graduation. Topics addressed are determined by the students but often include career issues, graduate school, relocating, money management, insurance, nutritious cooking, and office politics. This course will provide a network for students to share expertise and support in the preparation and presentation of senior projects, shows, and recitals. Suggested for all seniors.

Academic Practicum 269/369/469 Variable Credit

This course provides a means through which a student may receive academic credit for career-related, nonclassroom work in any faculty-approved area of study that falls within the general boundaries of a Brevard College major. The student, a faculty adviser, and an on-site supervisor together plan the experience; an appropriate prefix is attached to each practicum (e.g., HIS 269). Prerequisites: completion of 45 semester hours; a 2.0 grade point average or higher; approval of faculty supervisor and the director of placement.

Directed Study (variable course number) Variable Credit

Directed Study is the teaching of a catalog course in which the student is unable to attend the scheduled class sessions, usually due to a schedule conflict. The course is taught by an instructor who ordinarily teaches the course in the regular manner. The instructor and the student work together to cover the same subject matter covered in the course during the regular term. Students interested in a directed study should initially consult with their academic advisor before attempting to register for the study. This course carries the same designation as the regular course (e.g., PSY 304).

Independent Study (289/389/489) Variable Credit

These courses are developed in concert with faculty interests and specialties and carry one to three hours' credit. Students who intend to transfer from Brevard College must be aware that transferability of these credits cannot be guaranteed. Independent study is defined as the combined study, research, learning, and reporting that is done independently by students on an agreed-upon topic with a professor who will be the student's supervisor and resource person. Independent study carries the prefix appropriate for the course, followed by 289, 389, or 489, depending upon the level.

ENVIRONMENTAL STUDIES (ENV)

ENV 103 The Forest and the River 3 Semester Hours

An interdisciplinary study of the past, present, and future of forest and river ecosystems, this course looks at ecology and natural history, effects of human activities, and environmental economics, ethics, and policy. Lectures, panel discussions, laboratory exercises, and field trips are offered. Two one-hour weekly meetings. Saturday field trips. Not required for environmental studies majors.

ENV 110 Introduction to Environmental Studies 3 Semester Hours

This course presents the connections between environment and people including values, science, social science, ethics, energy, biodiversity, sustainability, and environmental controversy. Special guest lectures make connections between the arts, music, humanities, science, social science, and environmental studies. Presentation formats include lectures, roundtable discussion, and team debates. Prerequisite: BIO 110, 110L or permission of the instructor. Required for environmental studies majors.

ENV/ARCH 111 Man and the Environment 3 Semester Hours in Antiquity

For course description see ARCH 111.

ENV/ARCH 201 Principles of Archaeology 3 Semester Hours

For course description see ARCH 201. Prerequisite: SOC 201.

ENV 290 Surface Water Hydrology 2 Semester Hours

Through hands-on exercises, students study the water in streams, channels, reservoirs, wetlands, and in the zone of aeration above the water table. Also explored are precipitation, evaporation, transpiration, infiltration, runoff, streamflow, flood analysis and control, and sediment transport. Prerequisite: sophomore level, GEOL 101 or ENV 110, MAT 101; or permission of the instructor.

ENV 301 Environmental Policy 3 Semester Hours

A study of the major environmental laws and policies, ENV 301 looks closely at NEPA, RCRA, CERCLA and TSCA. Environmental agencies reviewed include DOE, EPA, NIOSH, USFS, and USGS, among others. Although concentrated on the United States, the course presents a brief introduction to the international aspects of environmental law.

ENV325 Population and Contemporary 3 Semester Hours Social Issues

The basic principles of demography and geography are introduced in ENV/SOC 325. The course focuses on human conditions (such as disease) that influence population change and the impact of human populations on land use and the environment. Prerequisite: SOC 201, ENV 103, or ENV 110.

ENV 330 Environment and Spirituality 3 Semester Hours

Our global environmental problems suggest that people lack an appropriate consideration for a life-sustaining environment. Relating human spirituality to nature may be an essential step in sustaining human life on earth. Example authors include Fox, Berry, Swimme, and Lovelock. Prerequisites: HIS 110 or HIS 301 or HIS 302, ENV 110 or GEOL 201, and ENG 215 or ENG 216 or REL 253, or permission of the instructor.

ENV/ECOL 340 Behavior of Model Systems 3 Semester Hours

For course description see ECOL 340. Prerequisites: MAT 131 (or equivalent), MAT 141, computer literacy, and ENV 110, or permission of the instructor.

**ENV 380 Interdisciplinary Seminar on
Environmental Thought and Issues 3 Semester Hours**

Invited guests present a seminar followed by student-led discussion. Readings assigned prior to class from books, professional papers, and news articles form the basis for students' questions, conclusions, judgments, and summaries. Prerequisites: environmental studies major, completion of all required 100/200 level courses, or permission of the instructor.

ENV 394 Environmental Internship I 2 Semester Hours

This internship is related to "working with nature." Students may choose from a variety of activities from camps to offices. The work effort is eight or more hours per week, depending on the sponsor's need. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflection paper describing the internship and its meaning to the student. Prerequisites: environmental studies major with all 100-level major courses, PSY 206, and permission of the instructor.

ENV 395 Environmental Internship II 2 Semester Hours

The second internship is related to the environmental needs of business, industry, or government where "human and natural needs are in conflict." The grade is based on the professor's evaluation of the sponsor's report, a student interview, and a reflection paper describing the internship and its meaning to the student. Prerequisites: ENV 394, all 200-level major courses, PSY 307, and permission of the instructor.

ENV/ECOL 410 Human Ecology 3 Semester Hours

For course description see ECOL 410. Prerequisite: BIO 110/BIO 110L or ENV 110.

ENV/ECOL 494 Senior Project I 2 Semester Hours

For course description see ECOL 494. Prerequisites: environmental studies major with all 100/200 level major requirements, ENV 394, and PSY 307; or permission of the instructor.

ENV/ECOL 495 Senior Project II 2 Semester Hours

For course description see ECOL 495. Prerequisites: environmental studies major with all 100/200 level major requirements, ENV 394, PSY 307, and ENV 494; or permission of the instructor.

EXERCISE SCIENCE (EXSC)**EXSC 110 Introduction to Exercise Science 3 Semester Hours**

Designed to introduce the student to exercise science as a field of study and as a career pathway, the course emphasizes the fundamental biophysical principles of human movement and their relationship to physical activity and fitness.

EXSC 200 Fitness Activities 2 Semester Hours

Students are introduced to and participate in a variety of activities (land-based, aquatic, and strength-developing) designed to foster physical fitness.

EXSC 211A Selected Topics in Exercise Gerontology and Allied Medical Fields 1-3 Semester Hours

Students study one or more topics that relate exercise science to one or more medical fields. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.

EXSC 211F Selected Topics in Fitness Leadership 1-3 Semester Hours

Students study one or more topics that relate exercise science to the fitness industry. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.

EXSC 211T Selected Topics in Teaching/Coaching 1-3 Semester Hours

Students study one or more topics that relate exercise science to teaching physical activity and/or athletic coaching. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.

EXSC 215A Directed Observation Practicum: Exercise Gerontology and Allied Medical Fields 1 Semester Hour

This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential medical or research career pathway allied with exercise science by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.

EXSC 215F Directed Observation Practicum: 1 Semester Hour
Fitness Leadership

This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential fitness leadership career pathway by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.

EXSC 215T Directed Observation Practicum: 1 Semester Hour
Teaching/Coaching

This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential teaching and/or coaching career pathway by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.

EXSC 240 Introduction to Theories and 2 Semester Hours
Techniques of Coaching

Through various in-class and out-of-class experiences, students explore the integration of the practical and theoretical knowledge necessary for effective coaching.

EXSC/WLEE 305 Legal Issues of Wilderness Leadership, 3 Semester Hours
Experiential Education, and Exercise Leadership

This course familiarizes students with civil law as it applies to experiential and exercise programming. Topics covered include torts, legal duties, legal liability, the structure of the lawsuit, the notion of the prudent practitioner, the "reasonable man or woman standard," readings in relevant case law, and risk management from a legal perspective.

EXSC 310 Exercise Physiology 3 Semester Hours

The focus is on studying the various relationships of health, wellness, exercise, and sports to the structures and functions of the human body.

EXSC 311 Fitness Appraisal 3 Semester Hours

The theoretical bases are combined with practical experience in appraising various fitness parameters.

EXSC 312 Sports Nutrition and Wellness Issues 3 Semester Hours

This course deals with current issues related to fitness, wellness, and sports performance from the standpoint of nutrition and lifestyle choices.

EXSC 315A Leadership Practicum: Exercise 3 Semester Hours
Gerontology and Allied Medical Fields

Throughout the semester, the student works with medical professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

EXSC 315F Leadership Practicum: 3 Semester Hours
Fitness Leadership

Throughout the semester, the student works with fitness industry professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

EXSC 315T Leadership Practicum: 3 Semester Hours
Teaching/Coaching

Throughout the semester, the student works with teaching/coaching professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

EXSC 330 Introduction to Sports Medicine 3 Semester Hours

This course provides the student with a background and overview of the field of sports medicine. The information presented in class should aid the student in making a decision whether to pursue a career in athletic training, sports medicine, physical therapy, medicine, or coaching.

EXSC 340 Teaching/Coaching Methods 3 Semester Hours

Current theories and principles of learning, especially motor learning, are explored. Emphasis is on application in an activity-teaching and/or coaching setting.

EXSC 399 Independent Studies in 1-3 Semester Hours
Exercise Science

Students who wish to pursue knowledge and/or practical experience (not generally available through other courses) in an exercise science-related field may design a contract course with the approval and guidance of an exercise science instructor. The number of credits will be determined mainly by the academic rigor of the proposed study.

EXSC/WLEE 402 Ethics of Wilderness Leadership and 3 Semester Hours
Experiential Education

This course has a threefold focus: (1) students take a critical look at the complex ethical dilemmas and situations that arise within camps, wilderness programs, and other experiential settings; (2) students learn to use the tools of normative and analytic ethics from a philosophical perspective, consider Christian approaches to ethics in general, and apply these approaches to practical situations; (3) students examine their own personal ethical perspectives as these influence their work within professional contexts.

EXSC 415A	Senior Internship: Exercise Gerontology and Allied Medical Fields	12 Semester Hours
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This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional.

EXSC 415F	Senior Internship: Fitness Leadership	12 Semester Hours
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This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional.

EXSC 415T	Senior Internship: Teaching/Coaching	12 Semester Hours
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This course serves as a bridge between the end of a student's undergraduate education and the beginning of a career. The student devotes a semester to working at an approved student-chosen site under the supervision of an on-site professional.

FRENCH (FRE)

FRE 101/102	Elementary French	4 Semester Hours Each
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This course introduces students to the fundamentals of French grammar with an emphasis on oral communications. Work in the language laboratory is required.

FRE 201/202	Intermediate French	3 Semester Hours Each
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A review of French grammar with an increasing amount of reading, this course also includes work in the language laboratory. Prerequisite: FRE 101/102, placement, or permission of the instructor.

GEOLOGY (GEOL)

GEOL 101	Physical Geology	3 Semester Hours
GEOL 101L	Lab	1 Semester Hour

Through lecture, laboratory and field experiences, Physical Geology introduces the student to the processes that shape Earth's surface. After introducing minerals and rocks, the course explores mountain building through plate tectonics, earthquakes, and volcanism. Sculpting of the surface is addressed through weathering and erosion caused by water, wind, and ice. GEOL 101, 101L together with GEOL 105, 105L, GEOL 201, 201L, CHE 101, or PHYS 101, 101L will meet a two-semester physical science sequence. Prerequisite: MAT 099.

GEOL 105	Historical Geology	3 Semester Hours
GEOL 105L	Lab	1 Semester Hour

Historical Geology focuses the sequence of the interactions of the tectonic plates throughout the 4.6 billion-year history of the planet. Interwoven with the geological aspect is the history of the evolution of life as revealed by the fossil record. GEOL 105 has no prerequisite and will satisfy the Area VI Core Requirements. Course activities include lecture, lab, and field trips.

GEOL 201	Environmental Geology	3 Semester Hours
GEOL 201L	Lab	1 Semester Hour

Geologic processes shape our environment. Environmental Geology addresses the many facets of human interaction with the geologic processes active in our lives. Using lecture, laboratory, and field trips, students will explore geological hazards, water resources, mineral and energy resources, waste disposal, water and air pollution, and land-use planning. Prerequisite: GEOL 101, 101L or GEOL 105, 105L.

GEOL 210	Mineralogy	3 Semester Hours
GEOL 210L	Lab	1 Semester Hour

Students learn the chemistry, structure, and diagnostic properties of the major rock-forming and economic minerals as well as hand-specimen identification of rocks. Analytical techniques used in mineral identification and the application of specific minerals toward the resolution of geological problems are covered in detail. Field trips to important mineral localities will supplement the lecture and laboratory. Prerequisite: GEOL 101, 101L.

GEOL 310	Structural Geology	3 Semester Hours
GEOL 310L	Lab	1 Semester Hour

Geological structures control the formation of mountains and basins. The course emphasizes the mechanical behavior and dynamic evolution of the earth's crust through the study of deformed rocks. Field exercises and field trips will highlight important structures found locally. Prerequisite: GEOL 101, 101L or GEOL 105, 105L.

GEOL 312	Geomorphology	3 Semester Hours
GEOL 312L	Lab	1 Semester Hour

The formation of landscapes has fascinated scientists, artists, and writers throughout human history. Geomorphology examines the processes that form the landscapes found in the numerous environments of the planet. Emphasis is placed on tectonic processes that build the earth up and the forces of weathering, water, wind, and ice that wear it down. Field trips will examine those processes active in the southeastern United States. Prerequisite: GEOL 101, 101L or GEOL 105, 105L.

GERMAN (GER)

GER 101/102 **Elementary German** **4 Semester Hours Each**
Students learn the fundamentals of German grammar with an emphasis on oral communication.

GER 201/202 **Intermediate German** **3 Semester Hours Each**
GER 201/202 provides a review of German grammar and an increasing amount of reading to challenge students. Prerequisite: GER 101–102 or permission of the instructor.

HEALTH (HLT)

HLT 201 **Health** **2 Semester Hours**
This personal health course is designed to provide relevant personal information about today's major health concerns in a rapidly changing society. The main focus of the course is on factual content and activities to assist the students in clarifying what they know, believe, and value and what action they should take in health-related situations.

HLT 202 **First-Aid and CPR** **2 Semester Hours**
Designed to provide instruction in emergency first aid procedures, this course prepares students for CPR certification. First aid efficiency is attained through training and practice.

HISTORY (HIS)

HIS 101 **History of Western Civilization to 1648** **3 Semester Hours**

This is an introductory level course on ancient, medieval, and early modern Western Civilization. Focusing on western European society from the Greeks to the seventeenth century, the course includes a discussion of the major civilizations in Europe during that time period and their contributions to the West. Students learn about Greco/Roman heritage, the Middle Ages and Christian heritage, the Renaissance, the Reformation, and the Scientific Revolution as defining events.

HIS 102 **History of Western Civilization since 1648** **3 Semester Hours**

An introductory level course, HIS 102 focuses on European society from the seventeenth through the twentieth century. It includes a discussion of such major events as the Enlightenment, European Fascism, the Fall of Communism, and the European Integration Movement.

HIS 103 U.S. History to 1865 3 Semester Hours

This course examines the social, cultural, economic, and political development of the United States to 1865. Through reading, writing, and discussion, students appreciate major movements, such as the Great Awakening, the American Revolution, the Market Revolution, and Jacksonian Democracy and how they shaped the new nation. They also become familiar with major figures, including Pocahontas, John Winthrop, Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglas, and Abraham Lincoln, from the colonial period through the Civil War.

HIS 104 U.S. History since 1865 3 Semester Hours

This course explores the social, cultural, economic, and political development of the United States since 1865. Through reading, writing, and discussion, students analyze major currents, such as the Industrial Revolution, the New South, World Wars, the 1960s, and the Cold War. They also study major personalities, including John Rockefeller, Eugene Debs, Jane Addams, Franklin Roosevelt, Martin Luther King, Jr., and John F. Kennedy, from Reconstruction to the present.

HIS 110 Global History 3 Semester Hours

This course introduces students to a global perspective on history by: (1) examining the role of culture in individual and social behavior in various world civilizations; (2) comparing major civilizations as a whole and with regard to key features such as government, economic institutions, and culture; and (3) describing how the major civilizations have changed and interacted, particularly in the past few centuries.

HIS 202 History of Britain 3 Semester Hours

Beginning with the idea that modern Britain is a cultural construction that is largely the result of an empire-building process, this course examines the major events associated with the construction and deconstruction of the British Empire. Students study the construction of the British Isles and a hegemonic English culture, the expansion of the British Empire around the world, the growth of an English imperialist culture, and the disintegration of the British Empire followed by the search for a new non-hegemonic, cosmopolitan English culture.

HIS 203 History of Germany and Austria 3 Semester Hours

This course introduces students to the history of Germany and Austria in the nineteenth and twentieth centuries within the context of larger events in modern European history. Major topics include imperial Germany and Austria; the Great War and the demise of Europe; republicanism in Germany and Austria between the wars; the rise of fascism in Germany and Austria; Germany and Austria during the Cold War, the fall of communism and its consequences in Germany and Austria.

HIS 204 History of Modern France: 3 Semester Hours
What It Means to be French in the 20th Century

Playing on the existential nature of the French, this course explores the continual French identity crisis in the 20th century. Topics include: (1) France's envy of Germany during the late 19th and early 20th century; (2) the trauma of World War I and World War II; (3) the French authoritarian complex evident in Vichy France in World War II, French Imperialism, and the personality of Charles De Gaulle; (4) the rebellious, republican character of the 1968 student revolts; (5) the paternalistic socialism of Francois Mitterrand; (6) the French resistance to a European identity.

HIS 205 History of 20th-Century Russia: 3 Semester Hours
The Russia of Revolution and Empire

This course traces the volatile history of Russia as a country of internal revolution and imperial power in the 20th century. The internal dynamics of modern-day Russia are examined by tracing the ideology of revolution in Russia from Marxist-Leninism to Glasnost and Perestroike. The life and political philosophies of Lenin, Trotsky, Stalin, Gorbachev, and Yeltsin are included in this study. In addition, the imperial nature of the Russian political system, from Czarist Russia to the expansionist Soviet Union, is examined in order to explicate the explosive political relationships within the boundaries of the former Soviet empire.

HIS 220 U.S. Legal and Constitutional History 3 Semester Hours

This course provides a broad overview of the foundations of U.S. constitutional law, including a brief survey of Roman, Medieval, and British common law antecedents. Through readings, research, discussion, interaction, and simulation, students analyze the origins, content, and interpretation of the U.S. Constitution. Special attention is paid to the Bill of Rights, the growing independence of the Supreme Court, and the impact of constitutional decisions on such public/private issues as discrimination, abortion, sexuality, and school prayer.

HIS 221 History of U.S. Foreign Relations 3 Semester Hours

Foreign relations encompasses a broad range of foreign activities, including governmental policies, business practices, missionary activities, and other forms of cultural contact. This course surveys these many-faceted connections between Americans and "others." By reading, discussing, and analyzing foreign relations texts, students evaluate American foreign relations in historical context. Specific topics include manifest destiny and policies toward Native Americans, missionary efforts in China, the Cold War, and relations with Canada, Mexico, and other hemispheric neighbors.

HIS 222 Industrialization of America: 3 Semester Hours
1877–1920

The mine shaft, railroad switch yard, urban tenement house, and mill floor provide a few of the compelling images of turn-of-the-century America. Placing these and other images in historical context, this course undertakes an examination of the price of progress. Robber barons, wage workers, immigrants, and reformers struggled to see whose vision of America would prevail in the 20th century. Using a variety of media (historical analyses, letters, diaries, music, art, and photographs) students analyze and evaluate important social and cultural topics.

HIS 223 History of Southeastern 3 Semester Hours
Native Americans

Beginning with a broad introduction of prehistorical Native American culture, this course surveys the cultural traditions of the major Southeastern tribes: Cherokee, Chickasaw, Choctaw, Creek, and Seminole. Historical topics include Spanish conquistadors, the impact of disease and biological exchange, European contact, early Indian wars, the Trail of Tears, civilization programs, the Bureau of Indian Affairs, Indian New Deal, the rise of the new Indian, and the impact of legalized gambling. In addition to lectures and readings, students will go on a field trip to the Museum of the Cherokee and attend a lecture by a visiting Cherokee speaker.

HIS 224 U.S. History since 1945: 3 Semester Hours
The Historical Context of Generation X

A study of the major political events and social movements in the United States since World War II, HIS 224 examines the Cold War, McCarthyism, the Civil Rights Movement, the Vietnam War, student protests of the 1960s, the counterculture movement of the 1970s, the Women's Movement, Watergate, the Reagan Revolution, environmental politics, and the rise of a global economy. Film, oral history, and primary sources from the periods studied play major roles in this course.

HIS 250 History of Ancient Greece 3 Semester Hours

This course provides an introduction to the profoundly influential history of ancient Greece. It provides a historical context for such important developments as the origin of democracy, tyranny, imperialism, international diplomacy and law, the invention of coined money, competitive sports, human rights, and other innovations in art, architecture, drama, and literature that remain basic cornerstones of Western culture.

HIS 251 History of Ancient Rome 3 Semester Hours
and the Roman Empire

This course provides an introduction to antiquity's greatest empire and its powerful influence in the subsequent history of the West. Topics discussed include the foundation of Rome and its archaic history, the evolution from rule by kings to republican government, the wars of expansion, the rise of uncontrollably ambitious military leaders, the rule of emperors, the zenith of the Roman Empire, the challenges

of Christianity within and barbarians without, and the final division and dissolution of the empire.

HIS 260 History of Modern Africa 3 Semester Hours

This course provides a broad geographical and historical overview of modern Africa. From the Arabic-speaking countries of North Africa to multilingual South Africa, this enormous continent offers insight into many of the 20th century's most heroic and also tragic events. Through reading, lecture, discussion, and research, students analyze key events in modern African history including the colonial system's consolidation at the turn of the century, the impact of Israel's creation on North Africa, the transformations wrought by resistance, and the overthrow of the colonial system and late 20th-century efforts to secure peace and economic justice.

HIS 261 History of Central America and Mexico 3 Semester Hours

Through an historical examination of the region south of the U.S. border, this course develops students' appreciation of the diverse cultures of Central America and Mexico. Students are introduced to major political concepts such as colonialism, dependency, revolution, and modernization as they apply to Central American and Mexican history. In particular, this course examines the challenges facing Mexico and the Central American countries in the late 20th century.

HIS 262 History of Asia: Revolution 3 Semester Hours
in Modern East Asia

Revolution virtually defines the history of modern East Asia. Using analytic and comparative approaches, students survey key political and cultural changes that transformed these countries and their relationships with the rest of the world. Specific attention is paid to the revolutions that have helped define national life in Japan, China, Vietnam, and the Philippines.

HIS 301 History of Modern Science 3 Semester Hours

This course engages science and nonscience students in a discussion of the nature of science and its relationship to society. Some of the major conceptual developments in science since the Renaissance, including the work of Galileo, Newton, Darwin, and Einstein, are presented and examined so that students gain an appreciation for the philosophical, social, and cultural contexts that have shaped science and defined the role of the scientist in the modern world. Prerequisite: HIS 102 or permission of the instructor.

HIS 302 Environmental History 3 Semester Hours

Human beings have always modified their environment; but the scale of human activity has increased steadily since about 1700. Rapid technological change has provided the means for increased development of a world economy and larger nation-states. The result has been that environmental impacts have moved from a limited local and regional focus to becoming more global in recent decades. This

course puts the increasing environmental effects of human values and culture into historical context. Students also research the environmental changes in a distinct bioregion or smaller place. Prerequisite: HIS 102 or HIS 104 or permission of the instructor.

HIS 311 The Social and Political History of 3 Semester Hours
20th-Century Europe:
The Emergence of a Unified Europe?

Instead of presenting the history of Europe through the political prism of the nation-state, this course historically examines transnational social and political developments in 20th-century Europe. This course also critically examines recent attempts to construct a unified Europe through such integrating mechanisms as the European Economic Community (EEC), the European Currency Unit (ECU), and the European Union (EU). Prerequisite: HIS 102 or permission of the instructor.

HIS 312 20th-Century European Cultural 3 Semester Hours
and Intellectual History:
The Emergence of a Postmodern Culture

This course examines transnational cultural and intellectual trends in 20th-century Europe. The tendency toward homogeneity and the influence of the U.S. culture on European popular culture are explored along with trends in European academia. In particular, this course focuses on the transition from modernism to postmodernism in European academia by looking at such writers as Whitehead, Wells, Foucault, Levi-Strauss, and Derrida. Prerequisite: HIS 102 or permission of the instructor.

HIS 340 Senior Project I 1 Semester Hour

Under consultation with the student's major adviser, history majors write a proposal for their senior thesis or project. The proposal, due by the last day of the semester, should include a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject. Prerequisite: junior status and history major.

HIS 350 The Old South 3 Semester Hours

This course takes a probing look at the myths and realities of the colonies and states that would become the Confederate States of America. Focusing on important political, cultural, and social aspects of this region's history, students analyze the evolution of Southerners, from initial settlement attempts in Florida and Virginia to the outbreak of the Civil War. Topics include the development of Southern political and economic systems; the introduction, expansion, and consolidation of slavery; and the several competing ideas of what it meant to be a Southerner. Prerequisite: HIS 103 or permission of the instructor.

HIS 351 The New South: 3 Semester Hours
Transformation of a Region

This course covers the major political events, economic changes, and social issues impacting the South since the Civil War. Topics include Reconstruction, segregation, New South leadership, industrial development, Appalachian dislocation, the Tennessee Valley Authority, postwar expansion, the Southern movement for Civil Rights, and the Dixiecrats. The course also looks at the creation of regional stereotypes and their long-term consequences for Southerners. Lectures, discussions of primary sources, and critical assessments of media sources are included. Prerequisite: HIS 104 or permission of the instructor.

HIS 352 Religious History of the South 3 Semester Hours

From Billy Graham and Jerry Falwell to Martin Luther King, Jr., and Rosa Parks, Southern churches have provided diverse leaders of national importance. Upholding its reputation as the Bible Belt of America, the South remains the most religious region of the United States. Such was not always the case. Placing the development of Southern churches in historical perspective, students analyze the impact of religion on the political, economic, cultural, and social practices of the region's people. Relying on various media (including historical analyses, letters, diaries, music, oral history, and census records) students trace the diverse stories of Southern religion from Virginia's colonial establishment through the "new evangelicalism" of the 20th century. Prerequisite: HIS 104 or permission of the instructor.

HIS 353 Social/Cultural History of the U.S. 3 Semester Hours
in the 20th Century

This class explores major race and gender issues in postindustrial America. Students look at how race relations have shaped modern America, from the Jazz Age and segregation to the Civil Rights Movement and Black Power. Students discuss the shifting nature of gender and the relationship between the sexes, from Amelia Earhart and the suffragettes to Rosie the Riveter and the modern feminists. Lectures, readings of primary sources, and discussions are major components. Prerequisite: HIS 104 or permission of the instructor.

HIS 389/489 Independent Study in History Variable credit

Prerequisite: HIS 102 or HIS 104, junior status and history major, or permission of the instructor.

HIS 401 Historical Methodology 3 Semester Hours

Through discussion and reading, students explore major issues in historiography and methodology with the intent of understanding how a professional historian works. Another goal of this course is to help young historians develop their own philosophy of history by studying the major schools of historical thought. Prerequisite: junior status and history major.

HIS 420 Special Topics in American History Variable credit

This course allows students to probe more deeply into a specialized topic in U.S. history. Topics may be broadly focused (race or gender) or narrowly focused (the Great Depression or the Populist Movement). Prerequisite: HIS 104 or permission of the instructor.

HIS 430 Special Topics in European History Variable credit

This course allows students to probe more deeply into a specialized topic in European history. Topics may be broadly focused (race or gender) or narrowly focused (the Holocaust or the Enlightenment). Prerequisite: HIS 102 or permission of the instructor.

HIS 440 Senior Project II 1 Semester Hour

Under consultation with the student's major adviser, each history major writes and revises a senior thesis. The length of the paper, as well as the breadth of sources, varies according to the subject chosen. Prerequisite: HIS 340 and history major.

INTEGRATED STUDIES (INT)**INT 390/490 Special Topics Seminar Variable Credit**

These seminars encourage both reading of and reaction to interdisciplinary course material within the context of a major. In order to facilitate creativity and inquiry, students participate in individual research and reports, team projects, and class discussions. Prerequisite: Junior status.

INT 369/469 Practicum/Internship Variable Credit

This internship provides experience in the field. Students may choose from a variety of activities on or off campus. The work effort is four or more hours per week, depending on the sponsor's need. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflective analysis, its contribution to understanding the field of emphasis in the major, and its meaning to the student. Prerequisite: Integrated Studies Major, permission of the major coordinator.

INT 460 Integrated Studies Seminar Variable Credit

Through discussion and reading, students explore major issues in a comprehensive field of study with the intent of understanding how the courses and experiences in the students' emphasis areas relate to professional life. Students demonstrate interdisciplinary ability, critical thinking, and problem solving in this course by presenting and discussing a project such as a senior thesis. Prerequisites: senior status and integrated studies major.

INT 480 Senior Project 3 Semester Hours

In consultation with the advisor and committee, integrated studies majors will write a proposal for their senior paper or project. The proposal includes a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject. Based on comments from the adviser and committee, students prepare and submit a final project. The length of the project/paper as well as the breadth of sources will vary according to the subject chosen. The project/paper also will be presented in a seminar format (INT 460). Prerequisite: senior status and integrated studies major.

JOURNALISM (JOUR)

JOUR 101 Introduction to Newswriting 3 Semester Hours

An introduction to the elements of contemporary print journalism concentrating on the writing of various types of news stories according to acceptable professional standards. Participation on the staff of the school newspaper the *Clarion* is required. The ability to type is desirable.

**JOUR 103 Journalism Laboratory 0.5-1 Semester Hour
maximum credit**

Practical experience in journalism (*Clarion*, *Pertelote*, or *Chiaroscuro* staff) with credit only upon recommendation of program directors. Cannot be taken concurrently with JOUR 101.

LEARNING SKILLS (LSK)

LSK 101 Becoming a Master Student 3 Semester Hours

This course offers a survey of psychological theory and technique that facilitates and enhances the personal growth and development of individuals in late adolescence and early adulthood. Emphasis is given to change theory, personality theory, learning theory, cognitive development, cognitive processes of creativity and memory, communication theory, and biological development. Techniques that apply these theories are practiced including journaling, decision making, goal setting, time management, memorization, reading, note taking, test taking, stress management, creativity, health management, relationship building, budgeting, career planning, and problem solving. Prerequisite: placement or permission of the instructor.

MATHEMATICS (MAT)

Students requiring an adequate foundation in mathematics may be placed in academic support courses: MAT 099 and MAT 100. (See Academic Support Courses, page 173.)

MAT 101 Elementary Functions 3 Semester Hours

Functional notation and manipulations; graphs and properties of algebraic, exponential, and logarithmic functions; elementary applications of these functions; inequalities; and absolute value. This course serves as preparation for MAT 131 and MAT 141. Credit is *not* given for both MAT 101 and MAT 121 or MAT 101 and MAT 111. Prerequisite: MAT 100 (with grade of C or higher) or placement.

MAT 111 Topics in Mathematics 3 Semester Hours

A survey of topics designed to emphasize an appreciation for mathematics. MAT 111 ties together underlying themes of various mathematical disciplines. Topics include: history of mathematics, logic, set theory, geometry, selected topics from the mathematics of finance, abstract mathematical systems, and others. This course can serve as prerequisite for MAT 141 but not MAT 131. Credit is not given for both MAT 111 and 121 or MAT 111 and MAT 101. Prerequisite: MAT 100 (with a grade of C or higher) or placement.

MAT 121 Elementary Functions with 4 Semester Hours Trigonometry

Concepts and manipulations of inequalities, absolute value, and functions of one variable: linear, quadratic, absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions; and introduction to analytic geometry. MAT 121 serves as preparation for MAT 131 and MAT 211. Credit is not given for both MAT 121 and MAT 101 or MAT 121 and MAT 111. Algebraic and pictorial points of view are stressed simultaneously. Prerequisite: MAT 100 (with grade of C or higher) or placement.

MAT 131 Calculus for Business 4 Semester Hours and the Applied Sciences

Functional notation and manipulations; limits; differentiation and integration of algebraic, exponential, and logarithmic functions; functions of several variables. Emphasis is on concepts and applications. Credit is not given for both MAT 131 and MAT 211. Prerequisite: MAT 101 or 121 (with grade of C or higher) or placement.

MAT 141 Probability and Statistics 3 Semester Hours

Introduction to basic statistical concepts: analysis and inference, elementary probability theory, random variables (discrete and continuous), summarization of data, sampling theory, interval estimation, hypothesis testing, regression, and correlation. Examples drawn from disciplines of common interest to a variety of students. Prerequisite: MAT 101, MAT 111, or MAT 121 (with grade of C or higher) or placement.

MAT 200 Discrete Mathematics 3 Semester Hours

An introduction to the basic techniques of problem solving in discrete mathematics, including logic, set theory, relations and functions, counting principles, recurrence relations, and mathematical induction. Applications of these topics to computer science, population dynamics, and scheduling are included. Prerequisites: Mat 101 or 121.

MAT 211 Analytic Geometry and Calculus I 4 Semester Hours

Analytic geometry of the line and circle; functions, limits, and continuity; differentiation of algebraic and trigonometric functions; applications of differentiation; antiderivatives; and the definite integral and its application to area. Prerequisite: MAT 121 (with grade of C or higher) or placement.

MAT 221 Analytic Geometry and Calculus II 4 Semester Hours

Applications of the integral; transcendental functions, their derivatives and integrals; introduction to differential equations; techniques of integration; improper integrals and indeterminate forms; infinite series. Prerequisite: MAT 211 (with grade of C or higher) or placement.

MAT 231 Analytic Geometry and Calculus III 4 Semester Hours

Calculus of several variables; plane and solid analytic geometry; parametric equations; vectors and vector functions; non-Cartesian coordinate systems; partial differentiation; multiple integration; and introduction to theorems of vector calculus. Prerequisite: MAT 221 (with grade of C or higher).

MAT 341 Linear Algebra 3 Semester Hours

Simultaneous linear equations; vectors; matrices; vector spaces; linear transformations; determinants; and eigenvalues. Prerequisite: MAT 211 (with grade of C or higher) or permission of the instructor.

MAT 351 Differential Equations 3 Semester Hours

Solution techniques for first order ordinary differential equations; second order linear differential equations and linear systems; series solutions; and Laplace transforms. Prerequisite: MAT 221.

MAT 361 Modern Algebra 3 Semester Hours

Basic algebraic structures; a review of set theory; equivalence relations; theory of groups, rings, integral domains, and fields; quotient structures; homomorphisms; rational, real, and complex fields; and polynomial rings. Prerequisite: MAT 341.

MAT 411 Real Analysis 3 Semester Hours

A study of the real numbers including some topology of the real line; sequences and series; continuity; differentiation; integration; and sequences and series of functions. Prerequisites: MAT 231 and MAT 341.

MAT 415 Special Topics in Mathematics 3 Semester Hours

A study of selected areas not listed in the catalog as named courses. The topics will be chosen from among: functions of a complex variable, partial differential equations, Fourier analysis, number theory, general topology, mathematical statistics, numerical analysis, the history of mathematics, and geometry. Prerequisites: MAT 231, MAT 341, and permission of the faculty.

MAT 450 Math Seminar 1 Semester Hour

Written and oral presentations by students of the results of extensive research on advanced topics selected by the faculty and students.

MUSIC (MUS)**MUS 101 Music Appreciation 3 Semester Hours**

MUS 101 introduces students to important styles and periods of music history, promoting careful listening and appreciation of music for enjoyment and cultural purposes. Occasionally, some sections of the course focus on topics such as American music, musical theater, or world music. Not open to music majors.

MUS 102 Basic Musicianship 3 Semester Hours

A preparatory course, MUS 102 is designed to meet the needs of those students who require extra preparation. It covers the notational conventions of Western music such as the staff, clefs, key signatures, triads, rhythm and meter. Admission by placement.

MUS 103 Harmony I 3 Semester Hours

Harmony I explores basic acoustics, melodic structure, triads, and seventh chords with inversions, and non-chord tones, among other things. Corequisite: MUS 105.

MUS 104 Harmony II 3 Semester Hours

Harmony II gives students basic studies in first species counterpoint, principles of four-part voice leading, dominant and leading tone chords, secondary chord functions, and form. Prerequisite: MUS 103; corequisite: MUS 106.

MUS 105 Aural Skills I 1 Semester Hour

Aural Skills I provides students with methodology and basic skills for learning sight singing and musicianship skills. Using solfege as an instructional vehicle, the students sing major and minor scales, and melodies with intervals up to a fourth in treble and bass clef. Basic harmonic progressions focus on simple cadential formulae, and the student performs basic two-part sing-play exercises. Rhythmic subdivision up to 16th notes and 8th note triples are explored. Memorization and note-name

transposition of melodies is begun. Dictation as a regular drill is done in the computer lab.

MUS 106 Aural Skills II 1 Semester Hour

Aural Skills II extends the initial concepts through modal scales, extended harmonic progressions, chordal inversions, melodic singing with intervals up to a sixth, further work in bass and treble clef, transposition, two-part sing-play exercises, and compound rhythms.

MUS 107 Introduction to Music Literature 1 Semester Hour

An introduction to the basic elements of music, MUS 107 also concentrates on musical forms, terminology, instruments, and historical eras of music. Examples within each unit are drawn from non-Western as well as Western culture.

MUS 108 Vocal Diction 1 Semester Hour

Required of all voice majors, MUS 108 initiates students into the use of the international phonetic alphabet and symbols; pronunciation and diction for singing in English, Italian, and Latin. Two periods.

MUS 109 Vocal Diction 1 Semester Hour

A continuation of MUS 108, this course emphasizes pronunciation and diction for singing in French and German. Required of all voice majors. Two periods.

MUS 110 Class Piano for Non-Music Majors 1 Semester Hour

Geared toward beginning to intermediate piano music, this course emphasizes reading music and other skills necessary for performance. Two periods.

MUS 121 Class Piano I 1 Semester Hour

Designed for music majors taking piano as a secondary instrument, MUS 121 puts special emphasis on the development of basic keyboard skills, technique, and theory.

MUS 123 Class Piano II 1 Semester Hour

This course continues the study students begin in MUS 121. Two periods.

MUS 184 Composition I 2 Semester Hours

MUS 184 provides students with the practical studies of techniques needed for coherent expression in creative work. They develop the techniques of writing and engage in a detailed study of pitch and rhythmic procedures. Prerequisite: MUS 104.

MUS 185 Composition II 2 Semester Hours

In this course, students continue the work begun in MUS 184. Their work culminates in pieces in small forms. Prerequisite: MUS 184.

- MUS 200** **Electronic Music** **1 Semester Hour**
Instruction is offered in the use of MIDI programs, Vision DSP, Finale, and the Max interactive music program. The studio is equipped with a Macintosh G3 computer, an Alesis QS6 keyboard, a DAT machine, and an Akai sampler, among others. Open to all students with the permission of the instructor.
- MUS 201J** **Jazz History** **3 Semester Hours**
A study of the origins of jazz, this course looks closely at the varied styles and techniques in the history of the form. Students also develop refined listening skills. Prerequisite: MUS 104 or permission of the instructor.
- MUS 203** **Harmony III** **3 Semester Hours**
Harmony III explores form, contrapuntal procedure, and provides the student with an introduction to chromatic harmony. Prerequisite: MUS 104; corequisite: MUS 205.
- MUS 204** **Harmony IV** **3 Semester Hours**
Harmony IV continues the discussion of form, contrapuntal procedures, chromatic harmony, and includes an introduction to contemporary compositional practices. Prerequisite: MUS 203; corequisite: MUS 206.
- MUS 205** **Aural Skills III** **1 Semester Hour**
Aural Skills III builds on concepts and skills of the previous two semesters including modal transformation of melodies, harmonic sing-play (the student divides and sings the inner voices of short harmonic progressions), and harmonic singing including simple chromatically altered chords. Melodic singing including intervals up to a seventh, two-part rhythm exercises in a variety of meters, harmonic and melodic dictation. Alto and tenor clefs are introduced.
- MUS 206** **Aural Skills IV** **1 Semester Hour**
Aural Skills IV challenges the student with extensive melodic memorization, harmonic singing and hearing of secondary dominant and leading tone chords. Extended two-part sing-play exercises and canons are offered along with melodic/harmonic modulation, alto and tenor clef reading, melodic singing with intervals up to a 10th, further memorization and transposition of melodies, modal transformation, and dictation of the harmonies and melodies commensurate with the given exercises.
- MUS 207** **Jazz Theory/Improvisation I** **3 Semester Hours**
An introduction to jazz language fundamentals, this course includes chord symbols, progressions, chords/scales, terminology, and ear training. Students also examine and apply improvisatory techniques. Prerequisite: MUS 104.
- MUS 208** **Jazz Improvisation/Theory II** **3 Semester Hours**
Students explore individual styles of improvisation in this course, which uses transcribed solos from recordings for analysis. Students focus on solving problems of improvising in various jazz styles. Prerequisite: MUS 207.

- MUS 209** **Comparative Studies in Music:** **3 Semester Hours**
This is a comparative study of the music of a selected group of composers, e.g. the Viennese classicists, within the cultural-historical context of the era.
- MUS 210** **Brass Methods** **1 Semester Hour**
This course offers class instruction in basic brass instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 211** **Woodwind Methods** **1 Semester Hour**
This course offers class instruction in basic woodwind instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 212** **Percussion Methods** **1 Semester Hour**
Students receive class instruction in basic percussion instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 213** **Vocal Methods** **1 Semester Hour**
Students receive class instruction in basic singing techniques, including performance, pedagogy, and literature for public school instruction.
- MUS 214** **Piano Pedagogy** **1 Semester Hour**
In this course, students receive class instruction, which includes study of piano methods, discussion of pedagogical concepts, and observation of piano lessons and classes.
- MUS 301/302** **Music History** **3 Semester Hours Each**
A survey of developments in Western music from ancient Greece to the present, this music history sequence centers upon major historical periods and the lives and thoughts of representative composers. Illustrated lectures include style analysis, prescribed listening, and reading. Prerequisite: MUS 104, 107, or permission of the instructor.
- MUS 303** **Twentieth-Century Music** **3 Semester Hours**
A survey of compositional techniques and musical styles of the twentieth century and beyond, MUS 303 involves score study, analysis, primary source readings, listening, and performance. Prerequisite: MUS 204 or permission of the instructor.
- MUS 304** **Counterpoint** **3 Semester Hours**
A study of the polyphonic techniques based on the stylistic principles of the 16th and 18th centuries, MUS 304 challenges students with analysis and written projects. Prerequisite: MUS 204 or permission of the instructor.

MUS 305 Form and Analysis 3 Semester Hours

A detailed study of the parameters of music, MUS 305 studies how they interact with the structure and style of major composers. The course also includes discussion and application of specific analytical techniques appropriate to the music and composers studied. Prerequisite: MUS 204 or permission of the instructor.

MUS 306 Orchestration 3 Semester Hours

MUS 306 initiates students into the world of orchestral and band instruments—their range, transposition, and individual characteristics. They learn scoring of works for both standard and varied ensembles. Prerequisite: MUS 204 or permission of the instructor.

MUS 308 Topics in Music Literature 3 Semester Hours

In this course, students survey music literature and performance practices of a focused topic, e.g. the operas of Mozart and Verdi, through outside readings, score study, analysis, guided listening, and live performances. They discuss stylistic trends and concepts. May be repeated for credit. Prerequisite: MUS 204 or permission of the instructor.

MUS 310 Materials and Methods for Teaching Music in the Elementary Schools 3 Semester Hours

MUS 310 surveys the principles, methods and materials for teaching general, vocal, and instrumental music in the elementary school. The class includes field experiences. Prerequisite: EDU 201.

MUS 311 Materials and Methods for Teaching Music in the Middle and Secondary Schools 3 Semester Hours

MUS 311 covers the procedures for teaching music in the middle and secondary schools, as well as philosophy and principles of both middle and secondary school music curriculum design, emphasizing organization, administration, and pedagogy for vocal and instrumental instruction. The class includes field experiences. Prerequisite: EDU 201.

MUS 330 Conducting 3 Semester Hours

In MUS 330 students learn instrumental and choral conducting techniques, theory, and practice to include score preparation, musical styles, baton and manual techniques, rehearsal methods, and repertoire selections. Prerequisite: MUS 204.

MUS 331 Instrumental Conducting 3 Semester Hours

An advanced study in manual and rehearsal techniques, this course focuses on the orchestral and symphonic wind repertoire. Areas of study include score preparation, musical style, ear training, and the role of the conductor. There is a final conducting project. Prerequisites: MUS 204 and 330.

- MUS 332 Choral Conducting 3 Semester Hours**
Advanced study in manual and rehearsal techniques, MUS 332 emphasizes the choral and choral/orchestral repertoire. Areas of study include score preparation, musical style, ear training, the role of the conductor, and vocal techniques. There is a final conducting project. Prerequisites: MUS 204 and 330.
- MUS 335 Church Music Methods 3 Semester Hours**
MUS 335 introduces students to the vocational needs, professional relationships, administration styles, and teaching roles of the church musician. Students learn about the historical context, theological content, and musical function of church music within the framework of the common elements of liturgical form.
- MUS 336 Church Music Literature 3 Semester Hours**
Students in MUS 336 approach a study of hymnody; anthems; large and small choral works; and organ works and their use and context within the worship service.
- MUS 384 Composition III 3 Semester Hours**
Advanced students apply compositional techniques and forms used by composers in the various periods of music history. They write original works, perform these works in class, and discuss these works. Prerequisite: MUS 184, 185, or permission of the instructor.
- MUS 385 Composition IV 2 Semester Hours**
A study of 20th-century compositional techniques, MUS 385 approaches the writing of original works through these techniques. Class performances and discussion of student compositions form a major component of the class. Prerequisite: MUS 384 or permission of the instructor.
- MUS 401 Topics in Music History 3 Semester Hours**
MUS 401 provides an in-depth study of selected musical styles, forms, and genres of major composers and periods in music history, including non-Western or nontraditional musical creations. Use of primary sources and materials, analysis, and listening are emphasized. May be repeated for credit. Prerequisite: MUS 301, 302, and 204 or permission of the instructor.
- MUS 430 Church Music Practicum 3 Semester Hours**
In MUS 430, students discuss the practical aspects of the vocation of church music and observe and participate in local church settings. Practical applications include techniques of recruiting, initiating new programs, budget and library management, and selection of appropriate materials.
- MUS 434 Recital 1 Semester Hour**
Music majors display significant technical and artistic achievement through public performance with extended program notes researched and written by the student.

MUS 484**Composition Recital****1 Semester Hour**

Students publicly perform original compositions, which show creativity and proficiency in writing for various instrumental combinations.

MUSIC: APPLIED (APM)

Private lessons in voice, piano, organ, guitar, strings, woodwinds, brass, or percussion instruments are required of Music majors each semester that they are enrolled as a major. Lessons are available to nonmajors, depending upon faculty availability. All students must enroll for APM credit through the Department of Music (Dunham 104) before preregistering or registering. Instructor assignments are made by the division chair in consultation with the applied music faculty.

Music majors with minimal proficiency in their applied area will be required to enroll in APM 0131 before proceeding with the APM 131 through APM 333 sequence. At the end of each semester, the student must perform before a faculty jury. Based on faculty assessment of the performance, the student may be required to repeat any level of applied music, even if that student has a passing grade (D or higher). Such assessment will be based on an evaluation that the proficiency is below that required to proceed to the next level. The student will receive only institutional credit for reenrollment in an applied music course and must complete through the 333 level with music faculty approval to graduate.

APPLIED MUSIC SEQUENCE

- APPLIED MAJOR:** APM 131, 133, 231, 233
 APM 331, 333, 431, 433
 2 semester hours' credit each semester
 12 one-hour lessons per semester
- ELECTIVES:** APM 121, 123, 221, 223
 APM 321, 323, 421, 423
 May be taken for one or two semester hours' credit
 each semester
 12 half-hour or one-hour lessons per semester

MUSIC: ENSEMBLES (ENS)

All ensembles may be repeated for credit and are open to all interested performers in the campus community. Please read individual course descriptions to see whether an audition or permission of the instructor is required. Only 10 semester hours of ENS will be counted toward graduation for the B.A. degree.

ENS 186**Jazz Combo****0.5 Semester Hour**

This small ensemble allows for more concentration on improvisation. Repertory is mostly drawn from the common practice period of jazz, including jazz standards and tunes from the American Songbook.

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- ENS 187 Jazz Guitar Ensemble 0.5 Semester Hour**
Study, rehearsal, and performance of music in jazz and related popular styles. Small and large groups. Not offered regularly. Corequisite: ENS 188 or permission of the instructor.
- ENS 188 Guitar Ensemble 0.5 Semester Hour**
Rehearsal and performance of chamber music with guitar and guitar ensemble literature; students are also coached on playing accompaniments. Required of all guitarists each semester; all others with permission of the instructor.
- ENS 189 Accompanying 0.5 Semester Hour**
A study of the styles and techniques required in accompanying and ensemble performance. One hour of class and, ordinarily, two hours of practicum weekly under faculty supervision. Required of all keyboard majors each semester.
- ENS 190 Concert Choir 0.5 Semester Hour**
Rehearsal and performance of exemplary choral literature from the Renaissance to the present day. Three to four concerts per year, concert tours, and appearances in local churches. Required of all voice majors each semester; all others, with permission of the instructor.
- ENS 191 Chamber Chorale 0.5 Semester Hour**
Rehearsal and performance of chamber vocal music from the past five centuries with an emphasis on music of the Renaissance and the 20th century. By audition only. Prerequisite: ENS 190 or permission of the instructor.
- ENS 192 Opera Workshop 0.5 Semester Hour**
A performance practicum designed primarily for voice majors. Exploration of song and operatic literature through weekly student performances, opera on video, and recordings. Spring semester may include a staged production. Open to students with permission of the instructor.
- ENS 193 Symphonic Winds 0.5 Semester Hour**
Rehearsal and performance of standard wind and percussion music. Standard band instrumentation. Required of all wind and percussion majors each semester; all others, with permission of the instructor.
- ENS 194 Jazz Ensemble 0.5 Semester Hour**
Rehearsal and performance of standard big band, jazz, and jazz-rock music. An audition may be required. Open to all students with permission of the instructor.
- ENS 195 Orchestra 0.5 Semester Hour**
Students may apply for regular positions with the Asheville Symphony, the Hendersonville Symphony, or other area orchestras and will receive credit for active participation. Students are responsible for their own transportation. Auditions must be arranged in cooperation with the respective orchestras.

ENS 195A String Ensemble 0.5 Semester Hour

Students participate in rehearsal and performance of string and orchestral literature. Open to all students with permission of the instructor. Not regularly offered.

ENS 196A Brass Choir 0.5 Semester Hour

The brass choir rehearses and performs transcriptions and original works from the Renaissance to the present. Open to all students with permission of the instructor.

ENS 196B Brass Ensemble 0.5 Semester Hour

The Brass Ensemble rehearses and performs literature for the brass chamber music ensembles (quintets, quartets, trios). Open to all students with permission of the instructor.

ENS 197 Woodwind Ensemble 0.5 Semester Hour

The Woodwind Ensemble rehearses and performs woodwind chamber literature. Open to all students with permission of the instructor.

ENS 198 Percussion Ensemble 0.5 Semester Hour

ENS 198 offers credit for rehearsal and performance of music for the percussion ensemble. Open to all students with permission of the instructor.

MUSIC: RECITAL (RCT)**RCT 101 Recital Attendance 0.5 Semester Hour**

Music majors are required to attend designated programs for their enrichment. Students who matriculated before fall 1999 must earn two semester hours of RCT 101.

ORGANIZATIONAL LEADERSHIP (ORG)**ORG 103 Critical and Practical Reasoning 3 Semester Hours**

An introduction to the meaning of deductive and inductive reasoning, the various forms of fallacy and an application of reasoning to a variety of areas in social, political and economic life and world view are presented in this course.

**ORG 110 Introduction to Business:
Inside and Out (Replaces BUS 101) 3 Semester Hours**

This course is designed to provide students with a foundation in the understanding of personal, professional, and corporate business. The course will provide opportunity to explore investment opportunities and risks, ethical problems of both consumers and producers, marketing and advertising, management principles, career opportunities, legal constraints in the business world, and personnel issues.
Co-requisite: ENG 101.

ORG 205	Business Communications (Replaces BUS 205)	3 Semester Hours
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This course focuses on the power and politics of effective communication, both verbal and non-verbal, within organizations. Each student will participate as a member of a hypothetical management group and will study techniques of communicating both good news and bad news through written memoranda, reports, executive summaries, email, resumes, letters; and oral presentation. Understanding of audience sensitivity, group communication and active listening will be demonstrated through simulations and direct experiences. Co-requisite: ENG 101.

ORG 210	Organizational Behavior	3 Semester Hours
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This course will explore the concepts, theories, and research in organizational behavior in order to develop a comprehensive framework for understanding the importance of effective leadership in promoting an organization's mission. An understanding of the complexities of person-situation interaction in formal organizations will be addressed through discussions, case materials, simulations and direct experiences. Co-requisite: ENG 101.

ORG 269/369/469	Practicum/Internship	Variable Semester Hours
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The Organizational Leadership internship offers related experience in the field. A students may choose from a variety of activities on or off campus. The work effort is four or more hours per week, depending on the sponsor's need. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflection on the internship, its contribution to understanding the field of emphasis in the major, and its meaning to the student. Prerequisite: Organizational Leadership major, permission of the instructor.

ORG 301	Principles of Finance	3 Semester Hours
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A study of the principles and practices involved in the organization and administration of the financial resources of business, this course emphasizes cash flow, capital budgeting, and capital structure relating to a variety of business settings. Prerequisite: ACC 201 and 202.

ORG 302	Principles of Marketing	3 Semester Hours
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ORG 302 provides a background in the principles and practices involved in the organization and implementation of marketing. Students learn to define and reach markets, plan and implement strategies relevant in a variety of business settings. Prerequisite: junior status or permission of the instructor.

ORG 303	Principles of Management	3 Semester Hours
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In ORG 303 students learn about the coordination of human and other resources to achieve organizational goals. The focus is on effective management practices that can be applied to business, government, health care, service, and social organizations. Prerequisite: junior status or permission of the instructor.

ORG 304 The Legal Environment of Business 3 Semester Hours

An overview of the legal system for those in business, this course introduces students to courts and litigation, administrative agencies, labor/management relationships, antitrust law, consumer protection, laws regulating employment, and environmental law. Prerequisite: junior status or permission of the instructor.

ORG 305 Business Ethics 3 Semester Hours

This course emphasizes theory of ethics from different philosophical schools of thought. Ethical dilemmas, values, and traditions are examined through questioning and determination of solutions. Case studies are emphasized and individual research is expected. Prerequisite: junior standing or permission of the instructor.

**ORG 310 Free Enterprise and the
New Economic Age 3 Semester Hours**

To gain an understanding of major economic transformation, students examine the social and demographic impacts of these changes, and consider how capitalism has changed in recent decades. Prerequisite: junior status or permission of the instructor.

ORG 320 International Business 3 Semester Hours

This course focuses on the global economy, the dynamics of cultural and social interactions in the international arena, and the legal, financial, and cultural aspects of international trade. Prerequisite: junior status or permission of the instructor.

ORG 330 Entrepreneurships 3 Semester Hours

This course examines the financial, marketing, and physical resources of a new venture and the approach of successful entrepreneurs. Prerequisite: junior status or permission of the instructor.

ORG 340 Statistical Process Control 3 Semester Hours

This course explores the role of data in management: the collection, analysis and interpretation of data in business and industrial contexts, operational definitions, the construction of control charts, and the meaning of tampering with a system. Students will be expected to develop tools for the analysis of both quantitative and qualitative data. Prerequisite: junior status or permission of the instructor.

ORG 350 Selected Topics in Management 3 Semester Hours

Through discussion and reading, students will explore major issues in management as they apply to principles of organizational development and process. The "changing-topic" course will help students develop their own philosophies of management based on theory, research, critical thinking, and practical application in areas of interest. Prerequisite: junior status or permission of the instructor.

- ORG 380 Senior Project Planning 3 Semester Hours**
Consulting with the advisor and committee, Organizational Leadership majors write a proposal for their senior paper or project. The proposal includes a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject. Prerequisites: junior status and Organizational Leadership major.
- ORG 369/469 Practicum/Internship 3 Semester Hours**
The Organizational Leadership internship offers related experience in the field. A student may choose from a variety of activities on or off campus. The work effort is eight or more hours per week, depending on the sponsor's need. The final grade is based on the professor's evaluation of the sponsor's report, and interview with the student, and a reflection paper describing the internship, its contribution to understanding the field of emphasis in the major, and its meaning to the student. Prerequisite: Organizational Leadership major, permission of the instructor.
- ORG 390/490 Special Topics Seminars 3 Semester Hours**
These seminars provide the perspectives of invited corporate and small business leaders. The students engage in in-depth discussions with the leaders both in and out of class.
- ORG 410 Organizational Theory 3 Semester Hours**
This course introduces students to the system theory of economic entities; the study of different kinds of businesses; and an examination of how organizations interact with the environment. Prerequisite: junior status or permission of the instructor.
- ORG 420 Transformational Leadership 3 Semester Hours**
This course helps students understand the characteristics of effective leaders, how leaders create vision, and how they move their operations forward. Prerequisite: junior status or permission of the instructor.
- ORG 430 Quality, Productivity and Management 3 Semester Hours**
This course addresses both macro- and micro-systems and processes. Students examine inputs to planning, outcomes, process design, and feedback mechanisms as well as communication systems and the delegation of roles and responsibilities. Prerequisite: junior status or permission of the instructor.
- ORG 450 Strategic Planning and Policy Making In Organizations 3 Semester Hours**
This course investigates the establishment of organizational aims, strategic planning, functional roles, and methods of assessment with a focus on cross-functional planning for improvement in leadership. Prerequisite: junior status or permission of the instructor.

ORG 460 Capstone Seminar 1 Semester Hour

Through discussion and reading, students explore major issues in a comprehensive field of study within organizational leadership, with the intent of understanding how the courses and experiences in the students' emphasis relate to professional life. This changing-topic course helps students develop their own philosophies of research and education by considering theory and practice in their areas. Prerequisite: senior status.

ORG 470 Colloquium 3 Semester Hours

Special seminars give students the opportunity to share leadership philosophies with selected Brevard College faculty in focused areas such as art, music, environmental and wilderness studies, exercise sciences, and religion.

ORG 480 Senior Project 3 Semester Hours

Under consultation with student's advisor, each organizational leadership major writes and revises a senior thesis. The nature of the project and the length of the paper, as well as the breadth of sources, varies according to the subject chosen. Prerequisite: ORG 380 and organizational leadership major.

PHILOSOPHY (PHI)**PHI 105 Introduction to Symbolic Logic 3 Semester Hours**

An introduction to the principles and methods of symbolic logic, PHI 105 provides a formal analysis of both categorical and conditional propositions.

PHI 261 Introduction to Philosophy 3 Semester Hours

An elementary study of selected topics in philosophical thought, PHI 201 presents a critical analysis of ancient, medieval, and modern philosophical writings. It also covers knowledge, existence, logical analysis, the physical world, aesthetics, ethical behavior, and religious issues. Prerequisite: permission of the instructor.

PHI/REL 262 Introduction to Ethics 3 Semester Hours

This course focuses on the origin, shape, and content of modern and pre-modern moral thought and action. Students closely examine various theories of ethics, giving special attention to modern modes of moral thought. The course seeks to help students explore their own ethical world through case studies, group projects, and individual research. Prerequisite: sophomore standing or permission of the instructor.

PHYSICAL EDUCATION (PE)

Through the athletic and physical education programs, the College provides an excellent opportunity for students to gain skills and knowledge in recreational activities that will prepare them for a lifetime of leisure enjoyment and appreciation

of sports. Provisions will be made for nontraditional students and students with physical disabilities.

In addition to the basic physical education requirement, varsity athletes will be allowed to earn no more than four elective credits for participating in intercollegiate athletics. This credit will be given at the end of the semester, and only athletes who sign the NAIA eligibility form will receive credit.

The content of physical education courses includes development of fundamental skills, proper playing techniques, strategy, and knowledge of the sport.

Courses will be offered according to demand and to the availability of qualified instructors. Additional fees will be charged for some courses, and the student will occasionally be required to purchase or rent additional equipment. Physical education (PE) activity courses receive 1 semester hour of credit per course.

Basic Conditioning

Courses		Fee
PE 101	Personal Fitness	No
PE 105	Weight Training	No
PE 108	Cross Country	No
PE 109	Track	No
PE 166	Aerobic Dance	No

Combative Sports

Course		Fee
PE 122	Tae Kwon Do	Yes

Individual Sports

Courses		Fee
PE 130	Badminton	No
PE 131	Bowling	Yes
PE 132	Advanced Bowling	Yes
PE 133	Golf	Yes
PE 134	Horseback Riding	Yes
PE 135	Advanced Horseback Riding	Yes
PE 139	Snow Skiing	Yes
PE 140	Advanced Snow Skiing	Yes
PE 141	Tennis	No
PE 142	Advanced Tennis	No
PE 143	Racquetball	No
PE 144	Advanced Badminton	No

Wilderness Activities

Courses		Fee
PE 151	Canoeing	Yes

178 COURSES

PE 152	Basic Rock Climbing	Yes
PE 153	Mountaineering	Yes
PE 155	Kayaking	Yes
PE 157	Backpacking	Yes
PE 158	Mountain Biking	Yes
PE 159	Sea Kayak Touring	Yes
PE 182	Advanced Rock Climbing	Yes

Dance

Courses		Fee
PE 160	Western Line—Square Dance	No
PE 161	Ballet	No
PE 163	Advanced Ballet	No
PE 164	Modern Dance	No
PE 165	Ballroom Dancing	No
PE 168	Clogging	No
PE 169	Advanced Modern Dance	No
PE 170	Advanced Clogging	No

Team Sports

Courses		Fee
PE 171	Basketball	No
PE 173	Soccer	No
PE 174	Softball	No
PE 175	Volleyball	No
PE 177	Indoor Soccer	No
PE 178	Advanced Indoor Soccer	No

Aquatics

Courses		Fee
PE 191	Swimming	No
PE 192	Advanced Swimming	No
PE 195	Lifeguarding	Yes

Note: The fees for activity courses may vary depending on equipment and facilities available.

PHYSICS (PHYS)

PHYS 101	Concepts of Physics	3 Semester Hours
PHYS 101L	Lab	1 Semester Hour

This course is designed for liberal arts students. Lecture and laboratory topics include mechanics, wave motion, sound and music, electromagnetism, and electromagnetic waves, light, and color. PHYS 101, 101L together with CHE 101, 101L or GEOL 101, 101L forms a two-semester physical science sequence. Prerequisite: MAT 099 or placement.

PHYS 102	Astronomy	3 Semester Hours
PHYS 102L	Lab	1 Semester Hour

Designed for liberal arts students, PHYS 102, 102L introduces them to the fascinating world of astronomy. Students encounter early astronomy and astronomers; become familiar with the nighttime sky; develop the tools of astronomy; and study the solar system, stars and their evolution, galaxies, cosmology, and the Big Bang.

PHYS 103	General Physics I	3 Semester Hours
PHYS 103L	Lab	1 Semester Hour

An introductory course for science majors, this lecture and laboratory course includes Newtonian mechanics, wave motion, and thermodynamics. Prerequisites: MAT 121 and MAT 131.

PHYS 104	General Physics II	3 Semester Hours
PHYS 104L	Lab	1 Semester Hour

A continuation of PHYS 103, 103L this course looks closely at electricity, magnetism, light, and optics. Prerequisite: PHYS 103, 103L.

PHYS 201	Physics I	3 Semester Hours
PHYS 201L	Lab	1 Semester Hour

An introductory course for science majors, PHYS 201 explores Newtonian mechanics, wave motion, and thermodynamics (studied with the aid of calculus) through lecture and laboratory experiences. Prerequisite: MAT 211.

PHYS 202	Physics II	3 Semester Hours
PHYS 202L	Lab	1 Semester Hour

A continuation of PHYS 201, 201L advance physics students experiment with electricity, magnetism, light, and optics through lecture and laboratory experiences. Prerequisite: PHYS 201, 201L.

PHYS 204	Cosmology	3 Semester Hours
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Cosmology will be a thread running through and tying together studies of various topics, e.g. formation of elements in stars and supernovas, techniques of measurement of astronomical distances, the electromagnetic spectrum, and sources of continuous and discrete spectra. Early models of the universe, present competing models, and possible flaws in the standard model are discussed. Readings from various sources. Prerequisites: MAT 101 and PHYS 101, 101L.

POLITICAL SCIENCE (PLSC)

PLSC 201	American Government	3 Semester Hours
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Highly recommended for prelaw students, this course surveys the origin, organization, development, and functional aspects of the government of the United States. Prerequisite: sophomore status or permission of the instructor.

PLSC 221 Greek and Roman Law 3 Semester Hours

PLSC 221 introduces the law and the legal systems of ancient Greece and Rome. Along with the study of the distinctively different historical development of Greek and Roman law, students examine actual cases and discuss the underlying legal issues of such famous cases as the Athenian trial of Socrates for impiety, the Roman Republican homicide trial of Caelio, and the provincial trial of Jesus of Nazareth for subversion.

PLSC 230 Contemporary Political Movements 3 Semester Hours

In recent decades, political movements have greatly influenced the American polity. Case studies included in this course include environmental groups, the Christian Right, and third parties. The course also looks at social movements, including the Women's and Civil Rights Movement. Focus is placed on determining the processes that construct, sustain, and transform these movements as viable political institutions.

PLSC 310S American Foreign Policy 3 Semester Hours

This course examines the economic, defense, environmental, and world order interests of US foreign policy. Through lecture and readings, the student explores how these interests dictate American foreign policy in the Post Cold War Era. Careful analysis of historic and contemporary events will give insight to US interest(s) in the Confederation of Independent States (The former Soviet Union), China, the Middle East, the Far East, Europe, Africa, and the Western Hemisphere. Prerequisite: PLSC 201 or permission of the instructor.

PSYCHOLOGY (PSY)**PSY 105 Personal Ecology 1 Semester Hour**

This study of personal ecology leads students through an exploration of personal strengths, attitudes, values, and preferences. Study, discussions, and experiences focus on nurturance and preservation of the personal ecosystem as it grows and develops through the experience of higher education. Students learn to identify their personal strengths using the personality framework described by Carl Jung and others and popularized by Isabel Myers and Katherine Briggs through the development of the Myers-Briggs Type Indicator. Students also keep a journal using the guided journal approach. This course is intended to be a part of a three-course series for Environmental Studies majors but may be taken by any student regardless of major. Offered in the first half of the semester.

PSY 201 General Psychology 3 Semester Hours

A survey of the fundamental principles governing human behavior, this course delves into learning, emotions, motivation, personality, psychological testing, and abnormal behavior. Prerequisite: sophomore standing or permission of the instructor.

PSY 202 Child Growth and Development 3 Semester Hours

PSY 202 follows developmental psychology through the stages of life: prenatal, infancy, and early, middle, and late childhood. It examines the relationship between theory and practice in the field of child development. Prerequisite: PSY 201 (or equivalent) or permission of the instructor.

PSY 203 Adolescent Growth and Development 3 Semester Hours

In this course, students encounter the field of adolescent psychology, which views this stage in relation to other life stages as well as in relation to society at large. PSY 203 also examines the relationship between theory and practice in the field of adolescent development. Prerequisite: PSY 201 (or equivalent) or permission of the instructor.

PSY 204 Marriage and the Family 3 Semester Hours

A cross-cultural examination of contemporary family structures, PSY 204 emphasizes the relationships between husband-wife and parents-children. Students study various aspects of the family, including gender roles, values, religious influences, child-rearing practices, power structures, conflict within families, and the future of the family. Includes topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: sophomore standing or permission of the instructor.

PSY 206 Human Group Environments 1 Semester Hour

This course introduces students to group interaction and participation, management, and conflict resolution. Because the most powerful learning about groups occurs within the environment of the group, this course is experiential in nature. Students develop their personal strengths as members of a group and explore the interaction of different personalities and styles within the group. Students keep a guided journal during this course; it is intended to be part of a three-course series for environmental studies majors but may be taken by any student regardless of major. Offered the second half of the semester.

PSY 250 Sports Psychology 3 Semester Hours

This course reviews variables that enter the equation of sports performance and considers how to modify the ways they affect performance. It reviews how social interchange affects sport and changes the experience of sporting.

**PSY 260 Psychological Issues in
Experiential Education 3 Semester Hours**

This course reviews the data and theories that characterize psychological issues such as self-esteem, risk taking, and motivation. The course also relates these findings to working as an outdoor adventure leader or as an experiential educator.

PSY 305 Theories of Personality 3 Semester Hours

This course introduces students to personality by examining current and historic research within the context of a range of theories including psychoanalytic, behavioral, and humanistic. Topics will include personality, personality development, personality and health, personality disorders and therapy, and personality assessment. Prerequisite: PSY 201 (or equivalent) or permission of the instructor.

PSY 307 Community and the Environment 1 Semester Hour

This course focuses on small and large group interaction-participation, management, and conflict resolution. It is experiential in nature, because the most powerful learning about groups occurs within the environment of the group. Prerequisite: PSY 105.

PSY 310 Social Science Research Methods 4 Semester Hours

PSY 310 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: SOC 201 or PSY 201.

PSY 315 Biological Basis of Behavior 3 Semester Hours

This course introduces students to the physiology of neural systems as it relates to significant psychological functions by examining major areas of research and data. Theories will be analyzed and compared using relevant data. Prerequisite: BIO 110 and PSY 201 (or equivalent) or permission of the instructor.

PSY 325 Abnormal Psychology 3 Semester Hours

Students in PSY 325 examine how social, psychological, and biological factors cause, maintain, or lessen abnormal behavior. They also study anxiety, mood, sexuality, personality, and eating disorders. Different modes of therapy and their foundations are examined. Prerequisite: PSY 201.

PSY 330 Educational Psychology 3 Semester Hours

Through the examination of theories, principles, and conditions, this course provides a foundation in learning and teaching. Students experience the nature of the learning process and the influences on the learner and the instructor. Prerequisite: PSY 202 or 203.

PSY 390/490 Special Topics Seminars Variable Credit

Special Topics Seminars encourage both reading of and reaction texts around a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives are encouraged. Prerequisite: Psy 201 or permission of the instructor.

READING (REA)

See Academic Support Courses, page 193.

RELIGION (REL)**REL 101 The Old Testament 3 Semester Hours**

This course explores the development of Hebrew history, literature, society, and religious thought and practice through careful reading of the Hebrew Bible.

REL 102 The New Testament 3 Semester Hours

This courses focuses on the literature of the New Testament, placing emphasis on the life and teachings of Jesus, the life and letters of Paul, and the characteristics of the early Christian church.

REL 221 The Rise of Western Christendom 3 Semester Hours

This course focuses on the history of the people, struggles, defeats, victories, beliefs, and practices that together compose the history of the first one thousand years of Christianity. It ranges across the whole of Asia Minor, North Africa, and Europe, focusing upon decisive moments in Christian history and explaining how by the end of the first Christian millennium, Christianity had become the dominant factor in political power and cultural life throughout Western Europe and the Byzantine East. Prerequisite: REL 101 or 102 or permission of the instructor.

REL 241 American Church History 3 Semester Hours

The course explores the growth and demise of various churches from the arrival of the Europeans in the "New World" to the present. Careful attention is given to key denominational groups along with their distinctive doctrines and modes of life.

Prerequisite: REL 101 or 102, sophomore standing, or permission of the instructor.

REL 253 World Religions 3 Semester Hours

A study of myth, ritual, and belief in religions other than Christianity, the courses examines the religions of India, China, and the Near East. Prerequisite: REL 101 or 102 or permission of the instructor.

REL 258 Ancient Cosmology 3 Semester Hours

This course is a comparative study of the myths of creation and order in various cultures throughout the world, from the earliest available texts and oral traditions to the time of Copernicus. Students learn to appreciate the sheer variety of these myths (and note parallel traditions when they occur), and seek to understand how cosmology relates to other important aspects of culture, particularly religion and ethics. Prerequisite: REL 101 or 102, or permission of the instructor.

REL /PHI 262 Introduction to Ethics 3 Semester Hours

For course description see PHI 202. Prerequisite: Sophomore standing or permission of the instructor.

REL 280 Special Survey Topics in Religion 3 Semester Hours

Periodically religion faculty or visiting religion faculty will offer a survey course on special topics in religion. Prerequisite: REL 101 or REL 102, or permission of the instructor.

REL 301 History of Israel 3 Semester Hours

This course explores the history of Israel from the Hebrew peoples' movement into Canaan through the rise of Judaism and Christianity. It also examines the relationship of ancient Israel to the rise of Zionism in the nineteenth century and the creation of the modern state of Israel in the twentieth century.

Prerequisite: REL 101 or 102

REL 302 Prophetic Literature 3 Semester Hours

The course focuses on the Hebrew Bible prophets, and the literature associated with them. Depending on the instructor, the course may place emphasis on either the Former Prophets or the Latter Prophets; or it may focus equally on both groups.

Prerequisite: REL 101 or 102, or permission of the instructor

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- REL 312** **Jesus in the Gospels** **3 Semester Hours**
Each of the four Gospels of the New Testament contains a different portrait of Jesus. Comparing these portraits and placing them in both Jewish and Hellenistic backgrounds is the main work of this course. The history of Jewish and Christian interpretations of Jesus is also included. Prerequisite: REL 101 or 102.
- REL 316** **St. Paul: Ancient Biography** **3 Semester Hours**
This course explores the biography and character of the Apostle Paul in light of ancient descriptions of personality and human identity. Drawing on primary sources from antiquity, as well as lessons from cultural anthropology, we seek to understand through Paul's story what ancient people expected in biography.
Prerequisites: REL 101 or 102, sophomore standing, or permission of the instructor
- REL 325** **The Age of Reform: 1250-1550** **3 Semester Hours**
This course seeks to enter imaginatively into the intellectual, religious, and social world of late Medieval and Reformation Europe. Students discover that the Protestant Reformation was one of many different medieval reformations that preceded and followed great reformers like Martin Luther and John Calvin. We explore these early reformation movements, analyzing their nature, how church leaders reacted to them, and why they did not lead to the kind of church division caused by the Protestant Reformation. Then we turn to the Protestant movement and explore how it preserved certain aspects of medieval thought and protested against others.
Prerequisite: REL 101 or 102 and sophomore standing, or permission of the instructor
- REL 331** **Christian Worship** **3 Semester Hours**
This course focuses on the theology and practice of Christian worship from the church's earliest Jewish days into the present. Students explore the history, purpose, and content of the church year, sacred space, sacraments, liturgical books, musical settings of the liturgy, and various theological understandings of the use of music in worship. The course includes field experiences as appropriate.
Prerequisite: REL 101 or 102 permission of the instructor.
- REL 335** **Christian Tradition and the Arts** **3 Semester Hours**
Art, dance, music, drama, literature, and poetry have all given voice and expression to the Christian message and life. This course explores the place of the arts in Christian tradition through careful reflection on such topics as church architecture, Christian symbols, sacred music, liturgical dance, and drama and literature. Prerequisite: REL 101 or 102.
- REL 365** **Philosophy of Religion** **3 Semester Hours**
This course explores how Religion as a historical category emerged in the West and has come to be applied as a universal concept by the modern western world. The course probes into the assumptions behind this modern concept of "Religion" and examines the content and purpose of the modern "philosophy of Religion."
Prerequisite: REL 201 or REL 202, or permission of the instructor.

REL 379/479 **Independent Study in Religion** **1–3 Semester Hours**
Prerequisite: REL 101 or REL 102, junior status and Religion Major, or permission of the instructor.

REL 390 **Senior Thesis I** **2 Semester Hours**
Under consultation with the student's major advisor, Religion majors write a proposal for their senior thesis or project. The proposal, due by the fifth class day after midterm break, should include a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject.
Prerequisite: junior status and Religion Major.

REL 461 **Methodology and Religious Studies** **3 Semester Hours**
Through discussion and reading, students explore a variety of ancient and modern methods of studying the Bible and religion in general. The course focuses on the internal world of religious studies, exploring the discipline's methods, historiography, and politics. Prerequisite: junior status and Religion Major.

REL 462 **Interdisciplinary Studies in Religion** **3 Semester Hours**
An exploration of problems and issues lying on the boundaries between religion and the natural or social sciences, and religion and other disciplines in the humanities. Topics may include religion and psychology; physics and religion; poetry and religion; fiction and religion; African American literature and religion; feminism and religion. This course will usually be taught jointly by faculty in different disciplines. With changes in topic, the course may be taken more than once. Prerequisite: Junior status and/or Religion Major.

REL 490 **Senior Thesis II** **2 Semester Hours**
Under consultation with the student's major advisor, each religion major writes a senior thesis. The nature of this thesis varies with the student's interests. Religion Majors may choose to write a research paper on a particular topic or do an on-site investigation of an existing religious tradition. They might also participate in church or social work and write a detailed description and analysis of their work. The length of the final written form of the project, as well as the breadth of sources used, will vary according to the subject chosen. Prerequisite: REL 390 and Religion Major.

SOCIAL WORK (SWK)

SWK 105 Personal Ecology 1 Semester Hour

This study of personal ecology leads students through an exploration of personal strengths, attitudes, values, and preferences. Study, discussions, and experiences focus on nurturance and preservation of the personal ecosystem as it grows and develops through the experience of higher education. Students learn to identify their personal strengths using the personality framework described by Carl Jung and others and popularized by Isabel Myers and Katherine Briggs through the development of the Myers-Briggs Type Indicator. Students also keep a journal using the guided journal approach. This course is intended to be a part of a three-course series for Environmental Studies majors but may be taken by any student regardless of major. Offered in the first half of the semester.

SWK 206 Human Group Environments 1 Semester Hour

This course introduces students to group interaction and participation, management, and conflict resolution. Because the most powerful learning about groups occurs within the environment of the group, this course is experiential in nature. Students develop their personal strengths as members of a group and explore the interaction of different personalities and styles within the group. Students keep a guided journal during this course; it is intended to be part of a three-course series for environmental studies majors but may be taken by any student regardless of major. Offered the second half of the semester.

SWK 307 Community and the Environment 3 Semester Hours

This course focuses on small and large group interaction-participation, management, and conflict resolution. It is experiential in nature, because the most powerful learning about groups occurs within the environment of the group. Prerequisite: SWK 105.

SOCIOLOGY (SOC)

SOC 201 Principles of Sociology 3 Semester Hours

In this introductory course, students identify the nature, concepts, and principles of sociology, including societies, cultures, the socialization process, social groups and institutions, social classes, and social change. Prerequisite: sophomore standing or permission of the instructor.

SOC 250 Application of Statistics 3 Semester Hours in Social Sciences

This course reviews the basic principles of probability and comparison and introduces students to data analysis using social science data. Students receive direct experience with statistical applications through standardized software.

SOC 310 Social Science Research Methods 4 Semester Hours

PSY 310 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: SOC 201 or PSY 201.

SOC/ENV 325 Population and Contemporary 3 Semester H

Students in PSY 325 examine how social, psychological, and biological factors cause, maintain, or lessen abnormal behavior. They also study anxiety, mood, sexuality, personality, and eating disorders. Different modes of therapy and their foundations are examined. Prerequisite: SOC 201, ENV 103, or ENV 110.

SOC 390/490 Special Topics Seminars Variable Credit

Special Topics Seminars encourage both reading of and reaction to interdisciplinary issues within the context of a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives are encouraged. Prerequisite: SOC 201 or permission of instructor.

SPANISH (SPA)**SPA 101/102 Elementary Spanish 4 Semester Hours Each**

The fundamentals of Spanish grammar are covered in this course, with an emphasis on oral communication. Students gain experience through regular work in the language laboratory.

SPA 201/202 Intermediate Spanish 3 Semester Hours Each

Students in SPA 201/202 review Spanish grammar with an increasing amount of reading and composition. Prerequisite: SPA 101-102, placement, or permission of the instructor.

THEATER ARTS (THE)**THE 101 Introduction to Theater 3 Semester Hours**

THE 101 explores the history and growth of the theater, including a study of representative playwrights and plays.

THE 102 Voice and Movement 3 Semester Hours

A practical study for the actor, this course covers the development of on-stage vocal and physical characterization.

THE 104 Production 1 Semester Hour

This course provides credit for actors, technicians, or musicians to participate in a theater production. May be repeated for a maximum credit of 4 semester hours.

- THE 105** **Theater Technique: Sound** **2 Semester Hours**
 A lecture and lab course, THE 105 examines microphone usage, mixing, recording, editing, and sound reinforcement. It also includes hands-on workshops. Two lecture hours per week plus labs.
- THE 106** **Theater Technique: Lighting** **2 Semester Hours**
 Through practical assignments, students in this course study the problems of lighting for the stage, lighting instruments, and lighting equipment.
- THE 107** **Theater Technique: Stagecraft** **2 Semester Hours**
 An introduction to aspects of technical theater, this course provides experience with make-up, set construction, and operation.
- THE 108** **Makeup** **1 Semester Hour**
 THE 108 introduces students to basic stage, character, and special-effects makeup. Prerequisite: permission of the instructor.
- THE 201** **Acting I** **3 Semester Hours**
 THE 201 explores acting techniques through laboratory exercises, demonstrations, and performances. Students will explore acting techniques used in professional theater.
- THE 202** **Acting II** **3 Semester Hours**
 A continuation of Acting I that includes projects and performances of monologues and/or scenes. Students will explore advanced professional acting techniques and styles. Prerequisite: THE 201 or permission of the instructor.
- THE 203** **Oral Interpretation** **3 Semester Hours**
 An introduction to the study of literature through the medium of performance. The student performs poetry, prose, dramatic literature, and stories.
- THE 212** **Introduction to Directing** **3 Semester Hours**
 A study of the selection, analysis, audition and casting, and blocking of a play for production.
- THE 304** **Introduction to Playwriting** **3 Semester Hours**
 An introductory course that involves the development of plot and characterization and the use of stage directions and terminology. Prerequisite: ENG 101-102 or ENG 101H-102H.
- THE 420** **Special Topics in Theater** **Variable Credit**
 This course allows students to probe more deeply into specialized topics in theater. The topics may be broadly or narrowly focused. Prerequisite: permission of the instructor.

WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION (WLEE)

WLEE 101 Introduction to Outdoor Education 3 Semester Hours

This course explores the theory and principles of outdoor education. Laboratory experiences will include low-impact wilderness travel, environmental ethics and interpretation, orienteering, rock climbing, and canoeing. Also included is a survey of the historic and philosophical foundations of existing outdoor recreation programs. One weekend trip is required.

WLEE 102 Outdoor Leadership and 1 Semester Hour Group Dynamics

This course is an introduction to leadership and group dynamics in wilderness education settings. Focus is on decision-making and problem-solving skills relevant to small groups in the outdoors. Other topics include group roles and communication skills. This course is designed for those students not enrolled in the outdoor leadership certification program or the bachelor of arts degree in wilderness leadership and experiential education. Credit cannot be given for both WLEE 102 and WLEE 200.

WLEE 200 Leadership and Group Dynamics in 3 Semester Hours Outdoor Pursuits

The course studies theories and principles of small group dynamics, including leadership, group roles, problem solving, decision making, ethics, communication skills, etc. Emphasis is placed on situations and populations relevant to wilderness education programs. Prerequisite: Permission of the instructor.

WLEE 202 Water Safety Instructor (WSI) 2 Semester Hours

This course equips students to plan, conduct, teach, and evaluate swimming and water safety courses. The program covers skills and knowledge in a logical progression for aquatic skill development. Prerequisites: ARC Lifeguard Training Certification (PE 195C); students must be at least 17 years old.

WLEE 250 Wilderness First Aid 3 Semester Hours

This course focuses on medical emergencies when help is miles away and dialing 911 is not an option. Through lecture and hands-on simulation sessions, students are prepared to handle emergency situations that involve prolonged patient care, severe environments, and improvised gear. Prerequisite: Permission of the instructor.

WLEE 301 Wilderness/Experiential Education 1-6 Semester Hours Practicum

This course provides students with practical work experience, either through a program offered by the College or in an existing outdoor or experientially based agency. The student's work program must be approved by the faculty.

**WLEE 302 Wilderness/Experiential Education 1–6 Semester Hours
Internship**

This course is a broad-based experience with an approved agency for a minimum of 40 hours within ten weeks. Evaluation involves the student, job supervisor, and Brevard College faculty. Prerequisite: Permission of the instructor.

**WLEE/EXSC 305 Legal Issues of Wilderness Leadership 3 Semester Hours
Experiential Education, and Exercise Leadership**

For course description see EXSC 305.

**WLEE 310 Outdoor Pursuits Education: 3 Semester Hours
Water-Based**

This course offers hands-on experience in skill development, leadership training, and rescue techniques of rafting, canoeing, and kayaking. Prerequisite: Permission of the instructor.

**WLEE 320 Outdoor Pursuits Education: 3 Semester Hours
Land-Based**

This course offers hands-on experience in skill development, leadership training, and rescue techniques of orienteering, backpacking, mountain biking, and rock climbing. Prerequisite: Permission of the instructor.

WLEE 330 Camp Counseling 3 Semester Hours

An introduction to all phases of organized camping, WLEE 330 includes the philosophy of camp counseling, national standards, values clarification, organization of camps, leadership training, communication skills, discipline, and program activities. This course also includes a study of the characteristics and needs of today's youth, with emphasis on how a camp counselor's guidance and leadership can meet those needs. Emphasis is placed on preparation for employment at a summer camp.

**WLEE 340 Camp Administration and 3 Semester Hours
Programming**

This course examines administrative and program issues uniquely related to the camping industry and takes advantage of the many camps and camp directors located in Transylvania County to study camp administrative practices and programming needs.

WLEE 350 Wilderness Expedition 3 Semester Hours

This course is a 21-day expedition that focuses on the 18-point curriculum of the Wilderness Education Association National Standards Program. Prerequisite: WLEE 101 Introduction to Outdoor Education or permission of the instructor.

WLEE/EXSC 402 Ethics of Wilderness Leadership 3 Semester Hours
and Experiential Education

For course description see EXSC 402.

WLEE 404 Philosophers of Wilderness Leadership 3 Semester Hours
and Experiential Education

There is a deep intellectual history behind the camping, wilderness, and experiential education movements. This course familiarizes students with important ideas and people within this history. Plato, Muir, Thoreau, Carson, Hahn, Unsoeld, Petzoldt, Warren, and others will be studied so that students develop greater appreciation for wilderness and experiential education.

WLEE 405 Seminar: Open Topics 3 Semester Hours

It is important that students majoring in wilderness leadership and experiential education have the opportunity to explore topics that may not be covered within existing courses. The open topics seminar can be either faculty or student generated and will have as its reason-for-being the establishment of an open-ended format that can meet emerging student and faculty interests.

WLEE 407 Challenge Course Administration 3 Semester Hours
and Facilitations

This course focuses on the administration and facilitation of challenge courses, including high ropes, low ropes, climbing walls, and team building/initiative courses.

WLEE 420 Special Topics 3 Semester Hours

Advanced study of varying focuses in Wilderness Leadership.



ACADEMIC SUPPORT COURSES

Some students admitted to Brevard College perform more effectively in core studies upon completion of academic support courses (numbered 100 or below). Placement in these courses is based on high school performance, SAT scores, and College Placement tests. Only those students whose placement profile so indicates may take these courses. Students who are placed in and successfully complete these courses have an increased opportunity for academic success in advanced courses. No academic support courses will count toward graduation; however, these courses count in the total number of hours a student carries to maintain College eligibility. They will be included in the calculation of hours for the semester and the semester grade point average but not the hours toward graduation or cumulative grade point average. Nontraditional students may request admission to these courses if they desire a review of material before attempting college-level work. For international students who need further training in English, the academic support courses are listed under ESL English as a Second Language (page 144)

ENG 100 Basic Grammar and Composition 3 Semester Hours

An intensive study of grammar and punctuation, this course engages students with written assignments, which provide practice in the writing of unified, developed, and coherent paragraphs. ENG 100 does not satisfy the English requirement for graduation. Enrollment by placement.

MAT 099 Preparatory Mathematics 3 Semester Hours

Designed for students with low mathematics SAT scores and/or a weak background in high school mathematics, MAT 099 covers the real number system, the graph of the real line, algebraic processes, exponents, polynomials, factoring, solving linear and simple quadratic equations, and algebraic fractions. This course will not satisfy the mathematics requirement for graduation. Enrollment by placement.

MAT 100 Intermediate Algebra 3 Semester Hours

A further study in high school mathematics, MAT 100 includes functions and graphs, solving second-degree equations and systems of linear equations, fractional exponents and radicals, inequalities, and algebraic fractions. This course will not satisfy the mathematics requirement for graduation. Prerequisite: MAT 099 with a C or higher grade or placement.

REA 99 Reading Methods I 3 Semester Hours

An intensive developmental reading course, REA 99 aids students in improving overall reading competency through basic comprehension, vocabulary, and reading skills. Enrollment by placement. Students placed in REA 99 are required to demonstrate proficiency by completing REA 99 with a grade of C or higher or achieving a qualifying score on a standardized reading post-test.

REA 100**Reading Methods II****3 Semester Hours**

An individualized, prescriptive tutorial, REA 100 helps students not yet successful in increasing their reading skills to a minimum level needed for success with college-level material. This course aids students by: 1) delving more deeply into vocabulary, with a structured language approach that covers word attack, meaning, and spelling; and 2) using vocabulary skills to assist comprehension of course readings. Completion of this course with a grade of C or better or achieving a qualifying score on a standardized reading post-test will meet the reading competency requirement of the College.



ACADEMIC STANDARDS

Brevard College expects all students to maintain a high level of scholarly performance and intellectual honesty and to demonstrate a willingness to exceed the minimum required in each academic area. Similarly, a high level of personal and moral behavior and exemplary citizenship are expected. The College reserves the right to require the withdrawal of any student whose scholarship or behavior is unsatisfactory or who, for any other reason, fails to uphold the standards, ideals, or regulations of the College.

GRADUATION REQUIREMENTS

To graduate from Brevard College with any degree, students in continuous regular enrollment must complete all requirements stated in the catalog in effect at the time they entered the College *or* in the catalog in effect at the time of their graduation.

Students not in continuous enrollment (those who, for any reason, were absent from the College for one or more regular semesters) must fulfill all requirements stated in the catalog at the time of their re-enrollment as regular students *or* in the catalog in effect at the time of their graduation from the College.

The final responsibility for meeting graduation requirements rests with the student, but each student is assigned a faculty advisor to help the student create a program of study that will fulfill all requirements for graduation.

Residence Requirements

Students in the bachelor of arts track must complete at least 32 semester hours taken at Brevard College or in Brevard College off-campus programs in order to graduate. Students who transfer to Brevard College for a bachelor of arts degree must earn a minimum of one-half of the hours required for the major with a minimum 2.0 grade point average in the major field of study at Brevard College. Normally, the final 32 semester hours earned toward the B.A. degree will be taken at Brevard College or in Brevard College academic credit-granting programs. Exceptions must be approved by the vice president for academic affairs. Students in an associate degree program must attend Brevard College for at least two semesters and must complete at least 32 semester hours at Brevard in order to graduate.

Grade Point Average

Candidates for graduation with the bachelor of arts degree or associate degree must have earned a 2.0 grade point average for all semester hours attempted at Brevard College.

Demonstration of Competency

Candidates for graduation must demonstrate competency in communication (reading, composition, and speech), fundamental mathematical skills, computer skills, a foreign language (for the B.A.), and in skills appropriate to the separate degrees and majors. The curriculum, particularly the Core Requirements, is designed to ensure competency.

To demonstrate competency in writing, a student must pass ENG 101 with a grade of "C" or better, or the equivalent. Reading and oral communication competencies are demonstrated through completion of a B.A. degree at Brevard College, since required courses in each major and in the Core provide repeated opportunities for the student to learn and practice good writing and oral communication skills.

Successful completion of the Core Requirements in Mathematics and Analytic Reasoning indicates competency in math.

Basic computer competency must be demonstrated in one of the following ways: 1) earn a grade of "C" or higher in any course prefixed CIS or CSC, or 2) earn a grade of "P" (pass) on the Computer Competency Test.

Competency in a foreign language (modern, ancient, or signed) must be demonstrated through the elementary level. (For specific details, see the Core Requirements for the bachelor of arts degree, p. 47).

COURSE REQUIREMENTS

Candidates for graduation with the bachelor of arts degree must have earned credit for at least 124 semester hours of work in courses numbered 101 and higher. Students must complete all the Core Requirements listed plus the Major Requirements. In order to major in more than one subject, students must satisfy all Core Requirements and all Major Requirements in each major with a minimum of 124 semesters hours earned in courses numbered 101 and higher, with an overall grade point average of at least 2.0, and at least a 2.0 grade point average in each major field of study.

Candidates for graduation with any associate degree must have earned credit for at least 64 semester hours of work in courses numbered 101 or higher. They must also satisfactorily complete one of the following curricula: associate in arts, associate in fine arts, or associate in science. In order to receive more than one associate degree, students must satisfy all requirements of each degree and must earn 12 hours in Brevard College courses numbered 101 and higher beyond the 64 hours required for a single degree.

Repeating Courses

Any student seeking an associate degree may repeat two different courses. Any student seeking a bachelor of arts degree may repeat four different courses. The courses must be taken and repeated at Brevard College. Although an individual course may be retaken any number of times, only the second grade will be calculated in the cumulative grade point average. Students who take advantage of the repeat policy may qualify for honors. The registrar will only use the student's second grade earned in a repeated course when calculating his or her grade point average and qualification for honors.

Transfer Credit

All earned grades appear on the student's official transcript, even those grades that have been excluded from the cumulative grade point average. Courses transferred to Brevard College contribute to the total hours earned but do not alter the grade point average. A grade of C or higher is required for acceptance of transfer credits.

Recurring and Variable Credit Courses

Certain courses in the catalog (e.g., special topics seminars, some practicums/internships, independent studies) may be taken for credit more than once. Also, some courses may be taken for variable credit (e.g., 1–3 credits), as designated in the course offerings for a given semester.

Graduation Attendance

Attendance at commencement exercises is required unless the student is officially excused by the vice president for academic affairs.

Faculty Approval

All candidates for graduation must receive final faculty approval.

ACADEMIC PROGRESS

Grading System

The grades of A, B, C, D, and F indicate the following qualities of academic performance:

<i>Grade</i>	<i>Interpretation</i>
A	Excellent performance
B	Good performance
C	Satisfactory performance
D	Below average performance
F	Failure

The grades of A-, B+, B-, C+, C-, indicate a gradation in quality from excellence to below average, and are assigned the following grade-point values:

<i>Grade</i>	<i>Grade-Point Equivalent</i>
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D	1.0
F	0.00

The interpretation of other letters on the transcript for which no grade point equivalents are assigned is as follows:

<i>Letter</i>	<i>Interpretation</i>
E	Conditional failure (The student is entitled to reexamination within 30 days: otherwise, the E converts to an F.)
I	Incomplete (Work must be completed by deadline; otherwise, the I converts to F.)
AU	Audit
P	Pass (satisfactory) Counts as hours earned only.
W	Withdrawal without penalty (This designation indicates withdrawal from a course before the announced deadline, or after the deadline, only at the request of the professor.)
WR	Withdrawal from a course for a written health, medical, family, or legal reason verifiable by the Office for Academic Affairs.
WC	Withdrawal from the College (This designation indicates that a student has withdrawn completely from the College prior to the announced deadline.)
K	Credit by examination. See pages 206, 213.

Computation of Grade Point Average

To graduate with the bachelor of arts degree or an associate degree from Brevard College, a student must attain a grade point average of 2.0 or higher. The following procedures are used in computing the grade point average:

1. Determine the grade points earned by multiplying the number of semester hours attempted in a course (but not courses in which a W or WR has been earned) by the appropriate multiplier.

$$A = \text{hours} \times 4 \qquad C+ = \text{hours} \times 2.33$$

$$A- = \text{hours} \times 3.67 \qquad C = \text{hours} \times 2$$

$$B+ = \text{hours} \times 3.33 \qquad C- = \text{hours} \times 1.67$$

$$B = \text{hours} \times 3 \qquad D = \text{hours} \times 1$$

$$B- = \text{hours} \times 2.67 \qquad F = \text{hours} \times 0$$

2. Add all grade points earned.
3. Add all semester hours attempted at Brevard College.
4. Divide the total grade points earned by the total hours attempted.
5. The result is the grade point average.

Classification of Students

Sophomore: A student must have passed 32 hours of work to be classified as a sophomore.

Junior: A student must have passed 64 hours of work to be classified as a junior.

Senior: A student must have passed 95 hours of work to be classified as a senior.

Normal Progress

Brevard College defines a full year as a minimum of 24 semester hours credit and 30 weeks of classes. However, a typical course load per semester (except for music and science majors) is 16 semester hours. The normal course load for music and science majors is 16 or 17 hours. Students who want to register for more than 19.5 semester hours must have prior approval of their advisor and the chair of the advisor's division. The minimum credit load for residential students is 12 semester hours. Students who earn fewer than 16 credits per semester or who have less than a 2.0 cumulative grade point average should plan to attend more than eight semesters to graduate.

A full load for a summer session is 6 semester hours credit, and students may take up to 8 semester hours credit.

Restriction in Length of Resident Status

Students in the bachelor of arts degree programs will not normally be allowed to continue in on-campus housing at Brevard College for more than four full academic years plus four summers. Continuation beyond this time limit must be approved by the vice president for academic affairs.

Academic Probation

Degree-seeking students are in good academic standing and making satisfactory academic progress if they earn a minimum Cumulative Grade Point Average (CGPA) of 2.0 and pass a minimum of 8 credit hours per semester.

Degree-seeking students taking 12 or more credit hours receive academic warning if in any semester, they do not earn a minimum semester average of 2.0, or do not pass a minimum of 8 credit hours per semester. The criteria for academic warning vary by number of credit hours earned, according to the scale below:

Freshman	(8-15 hours earned)	1.5 – 2.0 end of first term
	(16-31 hours earned)	1.5 – 2.0 end of second term
Sophomore	(32-47 hours earned)	1.7 – 2.0 end of third term
	(48-63 hours earned)	1.9 – 2.0 end of fourth term
Junior/Senior	(64+ hours earned)	2.0 – 2.2 CGPA all terms

Any continuing student whose CGPA falls below these requirements will be placed on academic probation for the following semester. Additionally, any student who remains on academic warning for two consecutive semesters will be placed on academic probation and will be subject to all criteria related to academic probation. If at the end of that semester the student's earned hours and CGPA are still below the required minimum, the student will be placed on final probation for the following semester. If the necessary criteria have not been achieved by the end of final probation, the student will be suspended. The student may apply for readmission to the College following an absence of at least one semester.

If it can be arranged, a student may take a course offered by the College during the summer session to raise his/her CGPA for return to the College in fall semester.

Any student whose CGPA falls below 1.0 will be suspended from the College.

Any first semester freshman whose end-of-semester CGPA is between 1.0 and 1.5 may return to the College. Any other student (second semester freshman and all upper classmen) whose CGPA is between 1.0 and 1.5 will be suspended from the college but can appeal the suspension. All of the full-time students who are allowed to return to the College, under the above conditions including both those who have made successful appeals and those first semester freshmen allowed to return, are subject to the following conditions:

Conditions for Return

Students must meet with staff of the office of academic affairs and establish clear plan for achieving improved academic performance.

Students must fulfill all other requirements for students on academic probation listed below.

Requirements of Academic Probation

Any student on academic probation must:

- ♦ Enroll in at least 12 and no more than 15 credit hours;
- ♦ Repeat college level courses (up to four) that were failed;
- ♦ Enroll in and earn a minimum grade of C in LSK 101, if this course has not already been taken.

Appeal

A student may appeal any initial academic suspension by writing a letter of appeal to the Office of Academic Affairs. The letter of appeal must state the measures the student will take to amend his/her past academic performance. Students who are allowed to remain at the College on appeal of their suspension are on final probation and must raise their CGPA to good standing if they are to continue at the College. If they are readmitted, they are placed on final probation, and are subject to the conditions of final probation. Students who are suspended a second time for academic reasons are not normally readmitted to the College.

Academic Suspension

Students will be suspended at the end of two terms (either semester or summer session) or at the end of any additional term if their cumulative grade point average falls below 1.5. They will be required to be absent from the College for at least one regular semester, after which they may apply for readmission.

Academic Dismissal

If a student's grade point average for the first regular semester is below 1.0, an evaluation will be made of the student's seriousness of purpose and potential for further work at Brevard College. Students are usually dismissed following this first semester evaluation. Students whose cumulative grade point average falls below 1.0 at the conclusion of two or more semesters will be excluded from the College for academic reasons for at least two semesters, after which they may apply for readmission.

Directed Withdrawal

The College reserves the right to require, after staff evaluation, the withdrawal of students who have been placed on academic and/or social probation (as defined in the *College Catalog* or the *Student Handbook*) or whose attitude and behavior are not in accord with the ideals and standards of the College. Such evaluation may take place at any time. Students directed to withdraw must leave the campus within 12 hours of the decision. In some

cases, students may be required to leave campus immediately.

Students directed to withdraw from the College may be eligible for consideration for transfer to another institution but are generally not eligible to return to Brevard College. Conditions of the directed withdrawal and conditions under which the student may apply for readmission, if that option is left open, may be set at the time of the withdrawal and/or at the time that an application for readmission to Brevard College is considered.

Voluntary Withdrawal from the College

Students will be allowed to withdraw officially from the College (see Calendar for deadlines, page 262) only after they have completed the appropriate forms in consultation with the vice president for academic affairs. To withdraw from the College the student should obtain a "Request For Withdrawal From Brevard College" form from the office of academic affairs, complete the top portion of the form, and secure the signatures of the college counselor, finance office, financial aid office, campus life/resident director, and the library. The completed form should be returned to the office of academic affairs. All refunds are based on the date the student began the withdrawal process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the withdrawal date. Students withdrawing from the College must leave the campus within 12 hours of withdrawal.

Exceptions to Academic Standards

All requests for waivers of, exceptions to, or substitutions for policies stated in this section on Academic Standards must proceed as follows: (1) the student must confer with the advisor; (2) the chair of the appropriate division must confer with all the parties involved and make a recommendation; (3) the student's request must be presented in written form (with the division chair's recommendation attached) to the Academic Standards Committee; and (4) the Academic Standards Committee will rule on the request and then forward its final decision to the appropriate office(s) for action. Students may appeal Academic Standards Committee decisions to the vice president for academic affairs.

PROCEDURES

Registration

To avoid delay in starting the work of the semester, students must be present on the day announced for registration. Any exceptions to this policy must be approved by the vice president for academic affairs.

Faculty Advisor

Faculty advisors discuss academic programs and processes with students and help guide course selection and their choice of degree programs, allowing students to make progress toward both their chosen academic major and their career goals. Students should carefully consult with their faculty advisors before planning course schedules. Returning students who decide to change their schedules after preregistration course requests have been filed should consult with their faculty advisors prior to registration.

Adding a Course

Students may add courses during the drop/add period (see Calendar, page 262) by securing the written approval of their faculty advisors and the instructors involved.

Withdrawing from a Course

Students may drop courses during the drop/add period without record (the courses are not listed on the transcript). Students who withdraw during the withdrawal period (see Calendar, page 262) will receive the grade of W (withdrawal without penalty). Following the withdrawal period, students who withdraw receive the following: WR (withdrawal from a course for a written health, medical, family, or legal reason, verifiable by the Office of Academic Affairs) or WC (withdrawal from the College).

If North Carolina residents drop below 12 hours, their eligibility to receive North Carolina grants will be reevaluated. The determining factor shall be the date of withdrawal.

If any full-time student goes below 12 hours, their eligibility to receive state aid, medical insurance, financial aid, athletic eligibility, full Veterans Administration benefits, a residence hall room, and Visa status may be jeopardized.

Incomplete

The grade of I (Incomplete) is given to a student who, because of circumstances beyond the student's control, has not completed a portion of the semester's work. Students who receive an I must consult with the instructor promptly to determine the steps to be taken to complete the work for the course.

If an incomplete is awarded in a course which is a prerequisite for another course and if the student intends to register for that course during the semester or session following the one in which the I has been awarded, the Incomplete must be removed no later than two calendar weeks after the first day of classes. If the I is not removed by this deadline, the student will be withdrawn from the higher course and will be required to remove the I by the last day of classes for the semester. If the work is not completed by the extended deadline, the I will automatically convert to an F.

In all other cases, the Incomplete must be removed by the last day of classes for the semester following the one in which the I was awarded. If the I is not removed by this deadline, the I becomes an F.

Grade Change Procedure

At the end of each semester, instructors submit official final grade reports to the registrar. The grades are then recorded as part of the students' permanent records.

Students concerned about a possible error should consult with their instructor as soon as the final grade report is received. If an instructor has made a mistake in reporting a grade, that instructor will sign the Change of Grade Form, and the registrar will record the corrected grade on the official transcript. If, after consulting with the instructor, students still believe an incorrect grade has been assigned, they must follow the established appeals process described in the *Student Handbook*. Any appeals process must be initiated and concluded before the last class day of the regular semester following the term in which the grade was received.

Auditing Courses

Persons who wish to audit a course rather than enroll as credit-seeking students are considered for admission without providing test scores or official transcripts. The fee for auditing a course is significantly less than for enrolling in the same course for credit.

Auditors should be aware of some of the circumstances regarding this privilege. Because students who enroll in a course for credit are making an

important investment in that course, they must be considered by the College as a priority regarding:

- ♦ class enrollment
- ♦ use of facilities, equipment, or materials
- ♦ the time and attention of the professor

Auditors may participate to any extent that is agreeable to both teacher and auditor, and to the extent that it does not infringe on the quality of experience of students enrolled for credit.

Persons wishing to audit a course should obtain permission from the course instructor before registering. Auditors will be registered on a space-available basis after regular campus registration is completed.

Class and Laboratory Attendance

All students are expected to attend all classes and laboratories. Any exception to this policy is at the discretion of the instructor. The attendance policy for each class will be in the syllabus.

Certification of illness will be given routinely only with a medical provider's statement. In the event of an announced policy of no unexcused absences, the student should discuss necessary absences in advance with the instructor.

The act of registering for any course at Brevard College constitutes a commitment on the part of the student to make a mature and responsible effort to succeed. Therefore, any conduct or activity by the student which is detrimental to success or best performance (e.g., excessive absences, tardiness, lack of effort) or any conduct or activity which is detrimental to the success or best interest of the class as a whole (e.g., rude or disruptive behavior, negative influence upon others) may result in the removal of the student from the class with a final grade of W or F. The decision to remove a student from class and the determination of the final grade will be made by the instructor. The student is guaranteed the right of appeal.

Courses Taken Elsewhere after Enrollment at Brevard College

Enrolled students who wish to take work elsewhere and to have that work transferred back to Brevard College should obtain prior approval from the Office of Academic Affairs. Students who wish to transfer work taken elsewhere to Brevard must have a cumulative grade point average of 2.0 or higher on all work attempted at Brevard, and approval is void should the cumulative grade point average fall below 2.0. If the student does not have a minimum grade point average of 2.0, credits earned elsewhere will be held in escrow until the student achieves a 2.0 on work taken at Brevard College.

Approval will not be given to students seeking the associate degree who have previously transferred to Brevard 32 hours of work taken elsewhere, to students in the bachelor of arts track who have transferred to Brevard 92 hours of work taken elsewhere, nor to students with less than a 2.0 cumulative grade point average. Courses transferred to Brevard College contribute to the total hours earned but do not alter the grade point average. A grade of C or higher is required for acceptance of transfer credits.

Students seeking the associate degree who lack 10 or fewer hours for graduation and have a Brevard College cumulative grade point average of 2.0 or higher will be permitted to transfer credits back to Brevard for graduation, provided not more than two courses are among those required to graduate from Brevard. This policy does not apply to students in the bachelor of arts degree program.

Correspondence Credit

The College will accept up to 6 semester hours of correspondence credit provided prior arrangements have been made with the supervising instructor and the chair of the appropriate division. Such credit is restricted to elective courses and must be awarded by an accredited institution.

Credit by Examination

The College awards credit for the subject examinations of the Advanced Placement (AP) and the College Level Examination Program (CLEP). Credit also may be awarded on the basis of institutional examinations. Ordinarily, such examinations should be taken prior to enrollment at Brevard. For more information concerning CLEP or AP, students should contact the Office of Admissions, the chair of the appropriate division, or their faculty advisors. Three hours credit will be awarded for SPA 201 or FRE 201, respectively, to any student who is placed in either SPA 202 or FRE 202 and who successfully completes SPA 202 or FRE 202 with a grade of C or higher.

POLICIES

Access to Educational Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), only authorized College personnel will have access to the information contained in the student educational records. Any other access must have written authorization from the student, with the exception of certain "directory information": the student's name, address, telephone number, date and place of birth, dates of attendance, degrees and awards received, major field of study, hours enrolled, class schedule, participation in officially recognized sports and activities, weight, and height of members of athletic teams, and the most recent educational agency or institution attended. According to FERPA, this information may be released without written consent. Any student who does not want this information released should notify the registrar in writing within the first two weeks of the semester. For purposes of auditing the access to student records, a log sheet is maintained for each student file. Students have the right to review their own records with the exception of confidential recommendations. Students may obtain a copy of the College's policy concerning access to educational records from the Registrar's Office in the Beam Administration Building.

Transcripts

The official transcript records academic performance only. The transcript contains admissions data, the current status of the student, courses attempted, credits earned, grades, grade points earned, the system of grading, and the grade point average.

Requests for transcripts should be made at or addressed to the Office of the Registrar. To guarantee compliance with federal regulations requiring the confidentiality of student records, a written request for transcripts must come directly from the student. In no case will the College honor requests for transcripts received by telephone or email. No official transcript will be issued for a student who is indebted to Brevard College. Students should request transcripts at least two weeks in advance of the date they will be needed.

Policy on Students with Disabilities

The Office for Students with Special Needs and Disabilities (OSSND) assists students with disabilities in obtaining equal access to the educational opportunities at Brevard College. Students may have learning disabilities, physical disabilities, psychiatric disabilities, and/or medical disabilities. Services include, but are not limited to, helping students identify and arrange reasonable accommodations in their courses, providing a site for distraction-reduced resting or studying, arranging for notetaking, limited taping of texts, academic

counseling, secondary advising, assisting with time management and work organization, and testing referrals. Services are provided at the request of the student. The OSSND is located in the Learning Enhancement Center in the McLarty-Goodson Classroom Building.

It is the responsibility of the individual student to initiate a discussion of his or her situation with that student's faculty advisor and with each instructor and to request specific accommodations.

In order to support a request for accommodations, the student must submit to the Office of Academic Affairs documentation in one or more of the following forms:

1. An evaluation of a specific learning disability by a licensed psychologist, certified school psychologist, or certified professional with the Office of Vocational Rehabilitation.
2. An evaluation of an emotional disability by a licensed psychiatrist or physician.
3. A medical evaluation of a physical disability by a licensed physician.

In all cases, the evaluation must have been completed within the three years immediately prior to the student's first enrollment at Brevard College and must contain specific recommendations for helping the student.



ADMISSIONS

Brevard College seeks to admit students who distinguish themselves by their talents, creativity, adventurous spirit, motivation, and concern for others. At Brevard, students will have every opportunity to take advantage of our educational programs, small classes, and caring faculty in order to realize their potential as students and as leaders among their peers.

The College is interested in enrolling students who give proof of academic curiosity, creativity, and community concern. We actively seek those who add diversity to the student body and welcome students of any race, national origin, religious belief, gender, or physical ability. We seek students who will contribute their energies to the campus community and display a willingness to place themselves in situations which call for personal initiative and leadership.

An admissions staff of energetic and caring people invites all interested students to visit and learn about our special community. The application process is straightforward and candidate-oriented, so that the admissions staff serves as the applicant's advocate. *For the latest admissions information, visit the College's Web site:* <http://www.brevard.edu>

THE APPLICATION PROCESS

When the applicant's file is complete, the Admissions Committee reviews the file and notifies the candidate of the decision. Decisions are made on a rolling basis, every week.

An applicant's file is complete when the following has been received:

1. A completed application and nonrefundable \$30 application fee.
2. Official transcript(s) showing all high school work, grades, and test scores. Transfer students must also submit transcript(s) showing all college work attempted, grades, and test scores if applicable.
3. Official scores from the SAT (Scholastic Aptitude Test) or the ACT (American College Test) may be sent directly to the College (Fill in Code 5067 for the SAT and Code 3074 for the ACT). All achievement test scores are welcome and will be considered in the candidate's favor but are not required. For international students to whom English is a second language, the TOEFL (Test of English as a Foreign Language) scores are required if SAT/ACT not available. **NOTE:**

Students who have successfully completed an associate degree, the SAT or ACT is not required.

4. For students wishing to be considered for degree programs in music or studio art, an audition with a member of the Brevard College music faculty or submission of a portfolio of ten slides of the student's artwork for review is required.

Since not all persons are suited for membership in our academic community, the College has the sole right to make admissions decisions, including the right to cancel an offer of admission once proffered if, on the basis of new information, it appears that such cancellation is in the best interest of the student and/or the College.

CATEGORIES OF ADMISSION

Freshmen

For those who have not successfully completed at least a semester of collegiate work, the high school transcript should show successful completion of college-preparatory work, including four units of English, three units of mathematics, and courses in social studies, laboratory sciences, foreign language, and the arts. The program at Brevard College requires completion of Core Requirements which include studies in the above fields. Students planning to major in music or art should show competencies in their selected field and will be asked to audition for music or to submit a portfolio of ten slides of their work for art.

Special-Needs Freshmen

We are able to consider high school graduates who demonstrate readiness to do college-level work but who have not achieved all of the requisite competencies. Developmental courses in English, mathematics, and reading have been designed especially for these students. In addition to these courses, LSK 101: "Becoming a Master Student," may be recommended. This course, however, is a regular college-level course open to all students and counts as an elective in the satisfaction of degree requirements.

Transfer Students

Applicants who have attended other institutions of higher learning will be considered for admission as transfer students provided: 1) they are eligible, both socially and academically, to return to the college last attended, and 2) they present a grade point average equal to that expected for continuation at Brevard College.

In the evaluation of transcripts, the following principles shall apply:

1. Credit will be accepted only from colleges and universities which are accredited as university-parallel institutions.
2. Credit will be given only for college-level courses in which the grade is at least a C-.
3. No credit shall be recorded until an official transcript has been received.
4. Equivalent credit will be awarded for courses similar in content to courses offered at Brevard College.
5. Elective credit will be awarded for courses other than regular college-level courses, but only if, generally speaking, they correspond with the kinds of courses offered at Brevard College.
6. At least 32 hours of work must be taken at Brevard College in order to earn the bachelor of arts degree and no more than 92 credit hours from other institutions may be applied toward graduation.
7. Transfer students must meet all current requirements for graduation.

Nontraditional Students

Brevard College offers the opportunity to individuals who demonstrate, by means other than the normal procedure, their readiness to succeed in college-level study. These individuals must submit a regular application with all available transcripts. Requests for exceptions to regular admissions procedures or standards should be made in writing and submitted to the Dean of Admissions and Financial Aid along with the application. Veterans and others who have been out of formal education for at least one year may not be required to submit SAT or ACT scores. Consideration will also be given to those individuals who have received the General Equivalency Diploma.

Brevard College also offers interested individuals the option to audit courses based on availability.

International Students

Brevard College seeks to add diversity to our student body through the acceptance of eligible international candidates. All students who are neither citizens nor legal residents of the United States must submit the following information:

1. A completed application and application fee of U.S. \$30.
2. Results (500 or above) of the Test of English as a Foreign Language (TOEFL), if English is not the native language, sent directly to Brevard College. SAT or ACT scores are acceptable, if the examination is available to the student.

3. Certificate of Financial Support.
4. Official transcripts showing in detail all secondary and post-secondary study. Certified English translations must accompany all documents not presented in English. Photostats must be notarized as true copies of the original documents.
5. Transfer/Visa Certification Form for students currently attending a college or university in the United States.

Transients

Students who are eligible to return to the college last attended may, subject to the approval of the dean of that college, register as transient students on a space-available basis. Such applicants do not need to present transcripts, but they should have in their files a letter from the college last attended listing approved courses, along with an application form and fee. Admission as a transient student is ordinarily granted for one term only.

Transient students who are trying to take English courses numbered higher than ENG 101 will be allowed to do so provided they sign an agreement stating that they are transient students and that, if they decide to attend Brevard College full-time or if they decide to graduate from Brevard College, they may need to take ENG 101 and ENG 102.

Readmission

A student who has withdrawn or been suspended from Brevard College and who desires to return must submit an application for readmission to the Office of Admissions. If the student has been enrolled at another institution, a transcript must be provided along with a statement of honorable dismissal. In such cases, the student will be required to demonstrate both good citizenship and readiness to do college-level work. Readmission is never automatically guaranteed.

Academic Forgiveness Policy

Students who have previously attended Brevard College and have either: (1) been in non-attendance for twenty-four consecutive months or more or (2) have earned an Associate Degree from an accredited institution may choose the Academic Forgiveness Policy upon readmission by signing a statement accepting the following provisions:

1. All non-remedial courses taken previously with a passing grade of C- or higher will be counted toward graduation and the satisfaction of Core Requirements, if applicable. These courses will appear on the official academic record but will not be counted in the computation of the overall GPA.
2. A readmitted student may elect to use the Academic Forgiveness Policy only once.

Enrollment Fees

Upon receipt of an acceptance decision, a new student may hold space for housing by returning a deposit of \$200. The enrollment fee for returning and commuting students is \$50. Deposits are refundable until May 1 for fall semester and December 1 for spring semester. The enrollment fee is a one-time fee and is *not* a prepayment of any part of tuition or fees.

ACCELERATED PROGRAMS

Dual Enrollment

Up to 12 semester hours of credit may be allowed for work taken at Brevard. These candidates must file an application. For further information, contact your high school guidance counselor or the Dean of Admissions and Financial Aid at Brevard College.

Early Admission

Students who are on track to graduate from high school and have completed 12 units of high school work with above average grades will be considered for admission, upon the completion of the application process heretofore described. Applicants are also required to take the SAT or ACT examinations. For further information, contact the Dean of Admissions and Financial Aid at Brevard College.

Credit by Examination

Brevard College is committed to a competency-based philosophy of education which recognizes the fact that matriculating students have often achieved the proficiency traditionally expected of freshmen and sophomores. When students have attained such competencies, either because of exceptional high school preparation or because of experiential learning, they may be awarded advanced placement with or without credit. A minimum of 32 hours in residence is required for the bachelor of arts degree.

Advanced Placement Examination scores of three and above will earn credit toward a degree awarded at Brevard. The Advanced Placement Program (APP), and the subject examinations of the College Level Examination Program (CLEP) are administered by the College Entrance Examination Board (CEEB).

Students requiring additional information concerning testing centers or dates of administration should contact either their high school guidance counselor or the Office of Admissions at Brevard College or should call: 800.257.9558. Any exceptions must be approved in advance by the vice president for academic affairs. These examinations may not be taken when a course has been failed or after a more advanced course has been taken for credit.

Credit by examination will be indicated on the transcript by the letter K. The student will be charged \$44 for each course used to meet graduation requirements.

Special attention is called to the fact that Brevard College will award credit on the basis of subject examinations only. Credit will not be awarded for the CLEP general examinations, but these examinations, along with either the Scholastic Aptitude Test or the CEEB Achievement Tests, will be used as a basis for advanced placement without credit. Ordinarily, AP examinations should be taken prior to the date of enrollment at Brevard College.

Immunization Requirement

North Carolina State Law GS130-A-155.1 requires **ALL** college students to have a Certificate of Immunization. The student must give the dates for all required immunizations.

The Certificate must be signed by a physician or health department official. In addition, Brevard College requires of each applicant a medical history and a physical examination prior to enrollment. The medical history will provide health services and the College administration with information necessary to assist each student in meeting the mental, physical, and social demands of college life. These required forms will be provided and must be returned prior to registration.



EXPENSES

Brevard College makes every effort to offer quality educational programs while keeping costs as reasonable as possible. At Brevard College, students are able to obtain an education for less than the actual cost of instruction and other student services. The difference, which averages about 44 percent of the total cost, is provided through the support of The United Methodist Church, earnings on endowment investments, and gifts from friends of the College. Every student, regardless of family resources, is supported by institutional funds and could, therefore, be considered as a recipient of scholarship assistance.

Many students are offered work opportunities which allow them to earn a portion of their college expenses. Others may qualify for scholarships, grants, loans, and other awards under a comprehensive financial assistance program. (For more information see Scholarships, Loans & Work Opportunities, page 221.)

While the College makes a sincere effort to project the actual cost of attendance, the Board of Trustees reserves the right to make necessary adjustments in fees at any time.

2000-2001* Tuition and Fee Schedule for Full-Time Students (Fall and Spring Semesters)

*Rates for the 2001-2002 academic year will be approved at the Fall 2000 Board of Trustees meeting and available by November 1, 2000.

	<u>Commuting</u>	<u>Residential</u>	<u>International</u>
Tuition	\$10,660	\$10,660	\$11,910
Room*	0	1,920	1,920
Board	0	2,900	2,900
General Fee	830	830	830
Telecommunications Fee	0	560	560
Parking Fee	120	120	120
Student Government Fee	10	10	10
Total Cost**	\$11,620	\$17,000	\$18,250

*The room rate quote above is for previously existing residence halls. Rental for the new Residential Village is \$2,700 per year.

**For North Carolina residents, total costs are reduced by the NC Legislative Tuition Grant. For the 2000-2001 academic year, the rate was \$1,800.

EXPLANATION OF FEES

Part-Time Student Tuition

Students taking 11 or fewer credit hours pay a credit hour rate for the number of credit hours requested. For the 2000–2001 academic year, the fee was \$330 per credit hour.

Room

The Residence Hall Agreement is a contract and obligates the student for a full session of rent, even if the room is vacated before the close of the session. A signed Residence Hall Agreement is required before a student may occupy a room.

The availability of single-occupancy rooms is very limited. When space is available, applications for such accommodations should be made to the Housing Office. There will be a surcharge added for a private room. Please contact the Finance Office to determine the prevailing rate. Single room assignments are made only on a semester basis. Preference is given to juniors and seniors.

Board

All students living in campus facilities are required to participate in the board plan which offers 19 meals per week.

General Fee

The general fee contributes toward the cost of orientation, registration, cultural events, on-campus medical services, the College yearbook, the student newspaper, the College magazine, athletic events, intramural activities, postal service, student health (secondary) insurance, and student services. There is no additional charge to the student for any of these programs or services.

Telecommunications Fee

This fee makes available to each student in campus residence halls local telephone service, cable television service, and access to the campus computer network.

Parking Fee

The parking fee (\$120) provides the privilege of bringing a car on campus and parking it in the appropriately designated areas. Parking regulations are strongly enforced.

Student Government Association Fee

To assist the Student Government Association in its support of other student organizations across campus, a membership fee of \$5 per semester is collected from every student.

Additional Costs and Fees

Books, special charges for instruction in music, supplies for art, and incidentals are not included in the previous totals. Several classes require additional fees (*see Special Charges below*). Textbooks and supplies can be acquired at King's Creek Books and may cost as much as \$300 per semester.

Special Charges:

Application Fee	\$30
Graduation Fee	50*
Audit, per hour	30
Credit by Examination	100
Enrollment Fee	200
Readmittance	50
Late Registration Fee	25
Parking Fee	120

Part-Time Commuter Tuition

(per credit hour 2000-01) .. 330

*Reflects 2000-01 fee for graduation. 2001-2002 will be determined fall 2001.

Charges Per Semester for Instruction in Music:

Electronic Music Fee

Students are charged \$20 per electronic music class for equipment.

Private Instruction

Students are charged per academic credit hour for a minimum of 12 lessons for all Applied Music (APM) courses. Rates for 2001-02 will be available in Fall 2001.

Music Ensembles

Participants in the Collegiate Singers and Symphonic Winds will be required to purchase formal attire.

Art Instruction Fees:

Ceramics	\$40
Design	20-40
Drawing*	20
Painting*	25
Photography	20-50
Printmaking	35
Sculpture*	20-50
Specialty Courses*	20-50
Senior Exhibition.....	To be determined Fall 2001

*Based on Course Level

Physical Education Fees:

Backpacking	\$35
Bowling	45
Canoeing	30
Golf	45
Horseback Riding	195
Kayaking	30
Lifeguarding (Red Cross Certificate) ..	40
Rock Climbing	30
Sea Kayak Touring	50
Snow Skiing	270

Wilderness Leadership and Experiential Education Fees—Immersion Semester

Resident	\$125
Commuter/Audit	360
Wilderness First Aid	60

Other Educational Fees:

First Aid and CPR	\$10
Outdoor Education	40
Principles of Education Fee	5

Damages

Students are responsible for any damages to College property and/or equipment. Charges will be assessed at cost and assigned to the individual(s) responsible for the damage by the Office of Campus Life. Students should carefully review the *Student Handbook*, which covers student responsibilities in all student residential facilities.

Summer Session Fees

A special summer session brochure describing programs and fees is available from the Office of Academic Affairs.

Payment of Fees

Charges are calculated on a semester basis and are payable in advance four weeks prior to the first day of classes. The exact due dates will be reflected in the student's Statement of Account (billing statement), which is mailed 30 days prior to the payment date. A revised Statement of Account with balances due will be mailed monthly until the balance is paid. Students who do not register during the time provided **will be charged a \$25 late registration fee**. Financial aid which has not been finalized (i.e., no Stafford Loan guarantee, no valid Pell Grant payment record, etc.) is **not** considered payment toward the student's account. Payment will be expected up front; once the financial aid has been finalized, the student may be eligible for a refund. Refunds will not be disbursed until all aid has been posted and funds have been received by the College. Brevard College accepts cash, personal checks, money orders, Visa, and MasterCard for payment of charges.

The College will not finance or handle deferred payments. Persons desiring to pay fees by installments may consider our monthly installment plan. For a minimal application fee this plan provides a low-cost, flexible method for spreading expenses for a single semester or a full academic year over several months. For more information, contact the Finance Office at (828)884-8263 or FACTS at (800)609-8056 or info@factsmgmt.com

Financial Obligations to the College

No student will be allowed to register, attend classes, or receive private instruction unless payment is remitted or until satisfactory financial arrangements are made. Furthermore, a student may not be advanced to candidacy for a degree, may not expect to have an official academic transcript released, may not register for the next academic term, and may not participate in Commencement exercises until indebtedness to the College has been settled.

Refund Policy

All financial obligations must be cleared before an official withdrawal from the College is granted. An academic transcript will not be furnished until all payments are made and the student identification card has been returned to the Dean for Campus Life.

All refunds are based on the date contained on the official Brevard College withdrawal form signed by the registrar. No refund will be made for residence hall charges, general fees, or special charges after classes have begun.

Refunds will be based on the day within withdrawal periods and are counted from and include the first day of classes as published in the official Brevard College calendar. Those students receiving financial aid* should also refer to the financial aid refund policy (See p. 229). The refund policy will be as follows:

Date of Withdrawal	% of Tuition & Board Refunded
During the first 7 calendar days	80 percent
During the second 7 calendar days	60 percent
During the third 7 calendar days	40 percent
During the fourth 7 calendar days	20 percent

*For students who receive federal aid and withdraw before the 60 percent point in the semester, aid will be returned to federal aid programs based on a ratio of number of calendar days remaining and the number of calendar days in the term. Aid will be refunded in the following order: Unsubsidized Stafford Loan, Subsidized Federal Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG Grant, Other Title IV Assistance. For NC students, refunds to those programs will be made according to state regulations. All outside scholarship monies received will be fully applied to the student's account to cover costs unless otherwise restricted. Institutional financial aid will be apportioned on a pro-rata basis.

Summer School Policy

The policy for refund for any summer session is outlined in a special summer session brochure that is published annually, ordinarily in March, by the Office for Academic Affairs.

SCHOLARSHIPS, LOANS

and WORK OPPORTUNITIES

Opportunities for student financial aid are available to every student who can show either financial need, superior academic achievement, or talent in art, athletics, drama, or music. Brevard College makes every effort to help deserving students obtain financial assistance. The philosophy of the Financial Aid Office is to assist students in meeting their financial obligations to the College through need-based or merit-based grants, scholarships, loans, and work-study to the maximum extent possible based on eligibility and available funds. Brevard College does not discriminate on the basis of sex, race, color, handicap, religion, or national or ethnic origin in the administration of its financial aid resources.

All financial aid awarded to students at Brevard College is normally disbursed on a 50 percent basis each semester by crediting the student's account in the Finance Office. All students must be making satisfactory academic progress to be considered for any student financial assistance programs.

THE BREVARD SCHOLARS PROGRAM

The Brevard Scholars receive merit-based scholarships of a minimum of \$2,500 per year in recognition of high ability and achievement. To be considered for the program, a student must have a distinguished high school academic and leadership record and a minimum SAT total of 1000.

A variety of scholarship awards, ranging from \$2,500 to \$8,000, are designed to recognize and encourage exceptional interests and abilities. To be eligible for consideration, students are required to complete the application process. The scholarships are renewable based on maintaining a 3.0 grade point average. Students receiving Brevard Scholar awards above \$4,000 will automatically be offered a work opportunity on campus.

NAMED SCHOLARSHIPS AWARDED TO BREVARD SCHOLARS

The Angier B. Duke Scholarships

Five \$8,000 Angier B. Duke Scholarships are awarded annually by Brevard College to exceptionally gifted entering students. Recipients are designated Duke Scholars in honor of Angier B. Duke.

The Annabel Lambeth Jones Scholarship

One \$8,000 Annabel Lambeth Jones Scholarship is awarded every four years by Brevard College to an exceptionally gifted student. Recipients are designated Jones Scholars.

The Presidential Scholarships

Brevard College will annually award eight \$4,000 Presidential Scholarships to qualified students.

The C. Grier and Lena Sue Beam Scholarships

Twelve \$3,000 C. Grier and Lena Sue Beam Scholarships will be awarded each year on a competitive basis to qualified students. Recipients are designated Beam Scholars in honor of C. Grier and Lena Sue Beam, longtime benefactors of the College.

The Allen H. Sims Scholarships

Brevard College will award fifteen \$2,500 Allen H. Sims Scholarships each year to qualified students. Recipients are designated Sims Scholars in honor of Allen H. Sims, chairman emeritus of the Board of Trustees and longtime benefactor of the College.

ACHIEVEMENT SCHOLARSHIPS**Brevard College Achievement Awards**

Achievement Scholarships are awarded on a competitive basis. The candidate's application and high school transcript must indicate exceptional leadership ability in academic achievement and/or community service activities. The number of \$500 awards is subject to the availability of funds. This award is not renewable.

The Pinnacle Scholarship

A minimum award of \$1,000 is given for outstanding leadership and demonstration of perseverance and service.

Scouting Achievement

A \$1,000 merit scholarship is awarded to every entering student who presents documented evidence of having achieved the Gold Award in Girl Scouts or the Eagle Badge in Boy Scouts. This scholarship is renewable based on maintaining satisfactory academic progress.

Phi Theta Kappa

A \$1,000 merit scholarship is awarded to every student transferring into Brevard College who was a member of Phi Theta Kappa National Honor Society for two-year colleges.

Limits on Non-Need Scholarships

All non-need academic scholarships at Brevard College are awarded by the Office of Admissions and are subject to the following limitations:

- ◆ If a student is awarded more than one academic scholarship, the final award shall be the higher of the two awards.
- ◆ In no case shall the final award exceed the direct cost of tuition for attending Brevard College.
- ◆ Brevard College reserves the right to modify, revoke, or add to any or all College scholarships.

Athletic Scholarships

Athletic grants are awarded to students displaying outstanding ability. Students who wish to be considered for athletic grants should correspond with the respective coach for details. Athletic awards are competitive, and tryouts may be required. Renewal is not guaranteed. Intercollegiate programs for men and women include basketball, soccer, cross-country, indoor track, and track and field. The College also supports women's softball, volleyball, and cheerleading as well as golf and baseball teams for men.

Talent Awards

Talent awards are granted to students displaying outstanding ability in the fine arts as well as academic major areas. Qualifying students may be required to arrange an audition, tryout, or interview with the chairperson of the respective division. Art awards are granted upon the approval of a portfolio of ten slides of the student's work. Amounts may vary according to individual ability. Renewal is not automatic.

Need-Based Grants and Scholarships

There are a number of endowed scholarship funds established by supporters of the College, the interest from which is used to provide assistance to those students who have an established financial need as a result of filing a Free Application for Federal Student Aid (FAFSA).

Brevard College Work-Study Grants

A few work-study grants are awarded to students with special skills, regardless of need. These grants are fully funded by the College.

Brevard College Loans

A limited number of Brevard College loans may be available for qualified students who are able to demonstrate financial need.

METHODIST SCHOLARSHIP AWARDS

National United Methodist Scholarships and Loans

These scholarships and loans are granted upon recommendation by Brevard College and are subject to approval by the Board of Higher Education and Ministry of The United Methodist Church. Contact your local minister or write the Office of Financial Aid at Brevard College for additional information.

The Western North Carolina Bishop Scholarship Program

Two \$1,000 Bishop's Scholarships are available each year. Renewable annually, these scholarships recognize the outstanding youth of our conference. Pastors must recommend candidates based on church service, citizenship, and scholastic achievement to the Office of Financial Aid.

Children of Ministers or Missionaries

Children of ministers or missionaries serving the Western North Carolina Conference of The United Methodist Church will be granted the sum of \$2,000 annually toward tuition costs (or 100 percent of need, if greater). Children of Methodist ministers or missionaries serving outside the WNC Conference will be granted \$1,000 annually.

BENEFITS FOR VETERANS

Brevard College is approved for the education of veterans and their qualifying dependents. Upon registration, the veteran or qualifying dependent must complete the necessary forms in the Office of the Registrar. Veterans and qualifying dependents are advised that the first check will usually be available two months after school begins.

All persons receiving veterans' benefits are required to attend class on a regular basis. The Veterans Administration will be notified should a student cease to attend classes, and this could result in the termination of educational benefits. Records of progress are kept by this institution on all students and are furnished to students, veterans and non-veterans alike, at the end of each scheduled school term (see Definition of Satisfactory Progress, pages 199, 228).

SPECIAL SCHOLARSHIP PROGRAMS

Commuter Scholarships

Through the support of local businesses, churches, and friends, the College is able to award scholarships in the amount of \$1,000 for the year (\$500 per semester) to full-time students who are (1) dependent and living with a parent or guardian, or (2) independent students who are at least 24 years of age and have established local residency. This scholarship is \$500 per year for half-time students. The determination of eligibility for this scholarship will be made by the Dean of Financial Aid.

Scholarships for Dependents of Employees

The College is able to provide tuition scholarships to dependents of eligible employees of the College. A Free Application for Federal Student Aid (FAFSA) must be filed regardless of need.

Reciprocal Agreements

A reciprocal agreement exists between Brevard College and Bennett College, Greensboro College, High Point University, and Pfeiffer College for tuition grants to children of administrative staff and faculty who attend one of the colleges other than the one where his or her parent is employed. A Free Application for Federal Student Aid (FAFSA) must be filed regardless of need.

NORTH CAROLINA FINANCIAL AID PROGRAMS

All North Carolina students must meet the state residency requirement to qualify for state awards. To qualify, a student must have been a permanent resident of the state of North Carolina for the 12 months immediately prior to enrollment. All North Carolina awards described below are contingent upon legislative enactment, appropriation, and actual receipt of funds by Brevard College.

North Carolina Legislative Tuition Grants (NCLTG)

All qualified North Carolina full-time students attending Brevard College will receive a tuition grant each year in the amount of \$1,800, regardless of need, as authorized by the state legislature. Applications verifying residency must be on file in the Office of Financial Aid.

North Carolina State Contractual Scholarship Fund (NCSCSF)

The North Carolina legislature has appropriated funds for financial assistance to needy North Carolina full-time students who are attending private, accredited colleges such as Brevard. The Office of Financial Aid makes the award which is based on financial need. Amounts vary.

North Carolina Student Incentive Grants (NCSIG)

This program is administered for the State Education Assistance Authority by College Foundation, Inc., and is based on exceptional financial need. The student must complete a Free Application for Federal Student Aid (FAFSA) and the deadline for this grant is March 15 prior to the award year.

North Carolina Federal Stafford Student Loan

College Foundation, Inc., is the authorized agency in North Carolina which handles insured student loans for North Carolina residents. Applications

may be obtained by writing the Foundation at P.O. Box 12100, Raleigh, NC 27605-2100 or the Financial Aid Office. A Free Application for Federal Student Aid (FAFSA) must be filed to establish whether the student qualifies for the need or non-need loan.

North Carolina PLUS Loans

Parents of dependent undergraduate students may borrow under the NC PLUS program. Under this program, there are no income restrictions, but a credit check will be made. Applications are available through College Foundation, Inc., in Raleigh or the Office of Financial Aid.

FEDERAL FINANCIAL AID PROGRAMS

Any commitment of federal funds is contingent upon congressional enactment, appropriation and actual receipt of funds by Brevard College. Federal funds are awarded in accordance with U.S. Department of Education rules and regulations.

Federal Pell Grants

Any student applying for need-based financial aid will automatically be considered for a Pell Grant. The Pell Grant is a federal entitlement program of assistance to needy students. Amounts vary according to U.S. Department of Education regulations.

Federal Supplemental Educational Opportunity Grants (SEOG)

These grants are awarded by the Office of Financial Aid to students of exceptional financial need who would not, except for the grant, be financially able to attend college. Amounts vary.

Federal Work-Study Programs (FWS)

Work grants are available to students with an established financial need. These work grants are provided through the Federal Work-Study Program. Students are paid at least the minimum federal hourly rate for hours worked, and paychecks are issued monthly. Normally, students work about 8 hours per week.

Federal Perkins Loans

These are low-interest federal loans for needy students, with repayment beginning nine months after the student leaves college. Deferment is granted under certain circumstances. Loan amounts vary and originate from the Office of Financial Aid.

Federal Stafford Student Loans (formerly GSL)

These are low-interest loans available to students to help meet post-

secondary educational expenses. A Free Application for Federal Student Aid (FAFSA) must be filed to establish whether the student qualifies for the need (subsidized) or non-need (non-subsidized) loan. Contact the Financial Aid office for application procedures.

Federal PLUS Loans

Parents of dependent undergraduate students may borrow under the federal PLUS program. Under this program, there are no income restrictions, but a credit check will be made. Contact the Financial Aid Office for details.

FINANCIAL AID AND SCHOLARSHIP APPLICATION PROCEDURES

Every student desiring need-based and financial assistance is required to file the Free Application for Federal Student Aid (FAFSA). This becomes the official request for financial aid when the analysis is received by the College.

1. All students applying must indicate that a copy of the report be sent to Brevard College (FAFSA code #002912).
2. This form is available from high school guidance counselors or the Brevard College Office of Financial Aid.
3. For priority consideration, this form should be filed as soon after January 1 as possible. It cannot be filed before January 1. The requested information should be from a completed U.S. income tax return.
4. Where federal or state funds are involved, the College may need to verify information. For this reason, the parent and the student should forward a copy of their federal tax return for the previous year to the Office of Financial Aid when requested. Other documents may also be requested to validate information.

The College Response

The following steps are taken by the Office of Financial Aid:

1. All inquiries about financial aid will be answered as received.
2. When the analysis is received by the College, the applicant will be notified if additional documentation is needed by the College for verification.
3. No official award letter will be issued until the student has been accepted by Brevard College and all documentation has been received by the Office of Financial Aid.
4. The applicant will be notified as to the official financial aid

package offered by Brevard College as soon as possible after step 3 above is completed. Students receiving official awards must accept or reject the award within three weeks of receipt of the award letter.

Definition of Satisfactory Progress

To receive federal, state, or institutional financial aid at Brevard College, a student must be in good standing at the College and be making positive movement toward a degree by maintaining satisfactory academic progress, as outlined below:

1. A full-time student (enrolled for 12 credit hours or more per semester) must meet or exceed the following at the end of the semester indicated:

<u>*Semester</u>	<u>Hours Earned</u>	<u>Cumulative GPA</u>
1	8	1.00
2	18	1.50
3	30	1.75
4	42	2.00

*For each semester after the 4th, the student must earn at least 10 hours each semester and maintain a cumulative 2.0 GPA. The number of semesters reflect enrollment at ANY institution. All transfer students accepted for admission will be allowed one semester of enrollment with aid.

2. Hours earned by a part-time student (half- or three-quarter-time) will be prorated on the above schedule, but the cumulative grade point average requirements will remain the same.

Compliance with Above Standards

1. Eligibility for continuation of financial aid will be evaluated at the end of each semester of enrollment, excluding summer sessions.
2. A full-time student can receive financial aid for a maximum of 150 percent of their program length excluding summer sessions (for example, a student in a four-year B.A. program is eligible for six years of aid), while three-quarter time students will be allowed a maximum of 225 percent of their program length, and half-time students will be allowed a maximum of 300 percent of their program length.
3. Credit hours will be counted the same as they are for the grading system, as published in the catalog. Credit will be given for A, B, C, D, and Pass. No credit will be given for

failure, incomplete, and withdrawal.

4. Summer school (if offered) at Brevard College may be used to raise the student's cumulative grade point average to the required level for eligibility for aid for the following fall semester.

Appeal Procedures

A student will always have the right to an appeal to the Associate Dean of Financial Aid. The written request must contain an explanation as to the unusual circumstances surrounding the student's failure to meet the guidelines. All facts will be reviewed, a decision reached and documented, and the student notified in a timely manner. The student will be granted one probationary semester with aid during his or her enrollment at Brevard College.

FINANCIAL AID REFUND POLICY

All financial obligations must be cleared and the student's identification card returned before an official academic transcript from the College will be released. *No refund will be granted for residence hall charges, general fees, or other special charges once classes have begun.* To withdraw from the College, the student should obtain a "Request For Withdrawal From Brevard College" form from the office of the vice president of academic affairs, complete the top portion of the form, and secure the signatures of the college counselor, finance office, campus life/resident director, and library. The completed form should be returned to the office of the vice president of academic affairs. All refunds are based on the date the student began the withdrawal process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the withdrawal date.

Brevard College Refund Policy:

<u>Last Date of Attendance</u>	<u>% of Tuition/Board Refunded</u>
During the first 7 calendar days	80%
During the second 7 calendar days	60%
During the third 7 calendar days	40%
During the fourth 7 calendar days	20%

NOTE: For students who receive federal aid and withdraw before the 60 percent point in the semester, aid will be returned to federal aid programs based on a ratio of number of calendar days remaining and the number of calendar days in the term. Aid will be refunded in the following order: Unsubsidized Stafford Loan, Subsidized Federal Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG Grant, Other Title IV Assistance. For NC students, refunds to those programs will be made according to state regulations. All outside scholarship monies received will be fully applied to the student's account to cover costs unless otherwise restricted. Institutional financial aid will be apportioned on a pro-rata basis.

SCHOLARSHIP FUNDS

The scholarship program at Brevard College is maintained through the contributions of many friends of the College. Among these sources of aid are the following endowment funds and annual contributors:

ENDOWMENT FUNDS

Richard Adams Memorial Scholarship
Rev. & Mrs. H. G. Allen Scholarship
Lillian McConnell Angel Scholarship
Clegg Avett Memorial Scholarship
Ira M. Baldwin Scholarship
C. Grier & Lena Sue Beam Scholarship
Julia and Jesse Beatty Scholarship
J. A. Belcher Scholarship
Leo & Eleanor Brevard Scholarship
Belk-Simpson Scholarship
Stuart & Margaret Wright Black Music Scholarship
Dr. Embree Blackard Scholarship
Tom and Frances Breeden Scholarship
Brevard Jaycees Scholarship
Brewer Family Scholarship
James Zachary Brookshire Memorial Scholarship
Mark W. & Leonora Johnston Brown Memorial Scholarship
Evelyn Sherrill Bunch Scholarship
Fred B. Bunch, Jr., Scholarship
Mildred S. Cherry Scholarship
R. Gregg Cherry Scholarship
Coach John B. Christenbury Memorial Scholarship
Class of 1938 Scholarship
Class of 1960 Scholarship
Robert Hunt Clayton Memorial Golf Scholarship
George B. & Clara N. Clemmer Scholarship

Coleman Memorial Scholarship
Coleman Scholarship
Eugene Jarvis Coltrane Scholarship
Marion and George Craig Scholarship
Rachel C. Daniels Scholarship
Kate Pickens Day Scholarship
Margaret Mizell Dean Endowed Scholarship
John H. Dellinger Scholarship
Meta M. Dings Scholarship
Robert and Hazel Dixon Scholarship
Jeffrey W. Duncan Memorial Scholarship
Charles Glass Memorial Scholarship
Ek-Partin Scholarship
Grace B. Etheredge Scholarship
A. Mitchell Faulkner Endowed Scholarship
Louise Y. Ferguson Music Scholarship
Jack S. Folline Scholarship in Organizational Leadership
Mary Elizabeth and G. Scott Francis Community Service Scholarship
W. Edgar Gift Science and Mathematics Merit Scholarship
Sarah Godfrey Scholarship
Ottis Green Scholarship
Groce Memorial Scholarship
Bishops Harmon and Hunt Scholarship
Juanita Wells Hearn Scholarship
Cecil and Jane Bailey Hefner Scholarship
Mr. and Mrs. Willey Hefner Memorial Scholarship
Charles B. Herman Memorial Scholarship
Elisha Honeycutt Scholarship
Horton Scholarship
J. P. and Ida C. Horton Scholarship
Gladys and Gene Houck Scholarship
W. C. Howard Scholarship
Mary Helen Huggins Scholarship

Hunter-Weaver Scholarship
 Mr. and Mrs. George F. Ivey Memorial Scholarship
 Jefferson-Pilot Scholarship
 Eva Holleman Jolley Scholarship
 Edwin L. and Annabel Jones Scholarship
 Irene and David Jones Golf Scholarship
 Johnie Jones Scholarship in Church Music
 Henry Jordan Memorial Scholarship
 J. Edward Kale Scholarship
 Alice A. Lovin Endowed Scholarship
 Lake Toxaway Charities Scholarship
 Randal J. Lyday Memorial Scholarship
 Elaine Walker McDonald Memorial Scholarship
 Margaret K. McKinney Scholarship
 Dr. E. K. McLarty, Sr., Memorial Scholarship
 E. K. McLarty, Jr., Scholarship
 Emmett and Peg McLarty Scholarship
 Rev. James B. McLarty Music Scholarship
 Charles Merrill Scholarship
 Louise P. Miller Memorial Music Scholarship
 Ruth Helen Waggoner Miller Scholarship
 Ben R. Morris Scholarship
 Colonel and Mrs. J. Edgar Morris Scholarship
 Wanda Woosley Moser Scholarship
 Grace Munro Scholarship
 H. W. Murdock Scholarship
 Albert G. Myers, Jr., Scholarship
 John P. Odom Scholarship
 Oliver and Jennie Taylor Orr Scholarship
 Padrick Scholarship
 Wilma and K. W. Partin Scholarship
 C. M. Pickens Scholarship
 A. W. Plyler Scholarship

Thomas O. Porter Memorial Scholarship
 C. W. Powell Scholarship
 Dr. Lewis C. Powell Memorial Music Scholarship
 Pryor-Lewis Scholarship
 Lois Reich Scholarship
 Ruth and Henry Ridenhour Scholarship
 Ivon L. Roberts Memorial Scholarship
 B. D. Rodgers Scholarship
 Dr. E. O. Roland Scholarship
 C. Edward and Brona Roy Scholarship
 Rutherford College Scholarship
 J. Carlyle Rutledge Scholarship
 Donald and Jean Scott Scholarship
 Richard & Betty Scott Scholarship
 Flake Sherrill Memorial Scholarship
 Kurt Morgan Shuler Scholarship
 Siebert Ministerial Scholarship
 Dimps and Ray Simmons Scholarship
 Allen H. Sims Scholarship
 Vance A. Smathers Memorial Scholarship
 Ellwood B. Smith Scholarship
 Lucile Smith Scholarship
 H. C. and Annie Sprinkle Scholarship
 Mary Frances Stamey Memorial Scholarship
 Clyde L. Stutts Memorial Scholarship
 Ina Stutts Fine Arts Scholarship
 Jane M. Summey Scholarship
 Rosa B. Taylor Scholarship
 George H. Terry Memorial Scholarship
 Floyd C. Todd Scholarship
 Catherine and William B. Townsend Scholarship
 Mildred Townsend Scholarship
 Mary Tucker Scholarship

Robert G. Tuttle Scholarship
James Underwood Scholarship
The Reverend and Mrs. R. E. Ward Scholarship
T. Max and Lillian B. Watson Scholarship
Weaver College Scholarship
Robert H. Welch Scholarship
Margaret Adele Weston Music Scholarship in Piano
Orville and Edith Woodyard Scholarship
Joel W. Wright Scholarship

ANNUAL CONTRIBUTORS

American Association of University Women, Brevard Branch Scholarship
Brevard Antique Auto Club Scholarship
Brevard Elks Lodge Scholarship
Brevard Kiwanis Club Scholarship
Brevard Little Theater Scholarship
Brevard Rotary Club Scholarship
Connestee Falls Scholarship
J.B. Cornelius Foundation
James and Joan Cook Scholarship
Janet and Richard Cushman Music Scholarship
Angier B. Duke Memorial Scholarship
Friends of Music Scholarship
Annabel Lambeth Jones Scholarship
Johnnie H. Jones Church Music Scholarship
James G. K. McClure Educational Scholarship
Mathematics and Natural Science Faculty/Staff Scholarship
Dr. C. L. Robbins Scholarship
Straus Park Scholarship
United Methodist Scholarship Program
R. M. and Hattie L. Waldroup Scholarship
Western North Carolina Conference, The United Methodist Church Scholarship

FACULTY

Initial dates of employment with the College are found in parentheses.

Nancy G. Ballinger (1982)

Instructor in Physical Exercise Science and Aquatics Coordinator.
B.A., University of South Florida

Betsy O. Barefoot (1999)

Associate Professor of Educational Leadership; Co-Director, The Center for the First Year of College. B.A., Duke University; M.Ed., D.Ed., The College of William and Mary

Robert A. Bauslaugh (1998)

Professor of Ancient History and Classics, Vice President for Academic Affairs, and Dean of Faculty. B.A., University of California–Riverside; M.A., Ph.D., University of California–Berkeley; postgraduate Society of Fellows, Columbia University

Thomas J. Bell (1996)

Assistant Professor of Religion and Sacred Music. B.A., University of Georgia; M.A., University of North Carolina–Chapel Hill; M.T.S., Duke University Divinity School; Ph.D., Emory University

J. Thomas Bertrand (1993)

President. B.A., Rice University; graduate study, University of Virginia, Bread Loaf School of English; J.D., University of Virginia School of Law; Institute for Educational Management, Harvard University

B. Barbara Boerner (1997)

Senior Adviser on Strategic Planning and Enrollment Management, Instructor in Organizational Leadership. B.A., University of North Carolina–Greensboro; M.Ed., The American University; M.B.A., Loyola University

Mary Louise Bringle (2000)

Professor of Religious Studies, Chair of the Division of Humanities, A.B. Guilford College, Ph.D., Emory University;

Theresa A. Bright (1988–90, 1998)

Associate Professor of Mathematics and Coordinator of the Mathematics Major. B.S., North Carolina State University; M.S., Ph.D., Georgia Institute of Technology

Janie Sue Brooks (2000)

Assistant Professor of Environmental Studies and Ecology, B.S., Cumberland College; Ph.D. Cornell University

Margaret L. Brown (1996)

Assistant Professor of History. B.S., University of Minnesota; M.A., Ph.D., University of Kentucky. *Recipient, 1998 Eugene R. Pendleton Faculty Award; 1999 United Methodist Award for Exemplary Teaching*

Anita M. Bryant (1988)

Assistant Professor of Chemistry. B.S., North Carolina State University; M.S., Western Carolina University, *First Recipient of Margaret J. and Henry Sprinkle Faculty Award*

Betsy D. Burrows (1992)

Instructor in English. B.A., Wake Forest University; M.A., University of North Carolina–Chapel Hill

Sean R. Busick (2000)

Instructor in History. B.A., Purdue University; M.A., Ph.D. (A.B.D.), University of South Carolina at Columbia

William B. Byers (1986)

Associate Professor of Art. B.A., Atlantic Christian College; M.F.A. and postgraduate study, East Carolina University

Monica Cain (2000)

Instructor in Economics. B.B.A. Walsh College; M.A., M.S., Ph.D. (A.B.D.) Wayne State University

Alfred J. Calabrese (1996)

Associate Professor of Music, Director of Choral Activities, Director Institute of Sacred Music. B.F.A., State University of New York–Purchase; M.M., D.M., Indiana University

Clyde W. Carter (1989)

Assistant Professor of Recreation, Wilderness Leadership, and Experiential Education, Director of the School of Wilderness Education, Co-Leader, *1999 Voice of the Rivers Expedition*. A.S., Montreat College; B.A., Clemson University; M.S., Mankato State University. *Recipient, 1998 United Methodist Award for Exemplary Teaching*.

Kenneth D. Chamlee (1978)

Iva Buch Seese Distinguished Professor of English, Coordinator of the English Major, B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina–Greensboro; *Johnnie H. Jones Distinguished Professor in Teaching (1998–2000)*

Anne P. Chapin (1998)

Assistant Professor of Art History and Archaeology and Coordinator for First Year Forum (beginning Spring 2001). B.A., Duke University; M.A., Ph.D., University of North Carolina–Chapel Hill. *Recipient, 1998 Margaret J. and Henry Sprinkle Faculty Award*

Michelle W. Choate (1990)

Assistant Professor of Computer Information Systems and Business. B.A., University of North Carolina at Chapel Hill; M.B.A., Western Carolina University; postgraduate study at Western Carolina University

Bonnie H. Clark (1994)

Instructor in Reading and English. Assistant Dean of Academic Affairs (Fall 2000), Coordinator for Developmental Programs. B.A., Gannon University; M.Ed., State University of New York–Buffalo

Dlara Coleman-West (1976)

Lora Lee Schmidt Distinguished Service Professor of American Literature, Professor of English. B.A., Randolph-Macon Woman's College; M.A., Ph.D., University of North Carolina-Chapel Hill

Christopher J. D'Antonio, (2000)

Instructor in Exercise Science and Athletic Trainer. B.S., California University of Pennsylvania; M.S., Ohio University

Dee Dasburg (1994)

Instructor in Peer Counseling. Associate Dean of Campus Life for Student Growth and Development, and Coordinator of Counseling Services, B.A., King's College; M.S., Western Carolina University; National Certified Counselor; North Carolina Licensed Professional Counselor

Mollie L. Doctrow (1994)

Instructor in Art. B.A., M.A., California State University-Northridge; postgraduate studies, Otis Art Institute

Kenneth M. Duke (1997)

Associate Professor of Environmental Studies and Ecology. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

Robert W. Dye (1999)

Instructor in Wilderness Leadership and Experiential Education and Coordinator of Wilderness Leadership and Experiential Education Major. B.S., Western Carolina University; M.A., Radford University; Ph.D. (A.B.D.), Clemson University

Paul Elwood (1995)

Assistant Professor of Music. B.M.E., Wichita State University; M.M., Southern Methodist University; Ph.D., State University of New York-Buffalo

Jennifer E. Frick (1997)

Assistant Professor of Ecology and Environmental Studies and Director of the College Honors Program. B.S., Ph.D., Clemson University

John N. Gardner (1999)

Distinguished Professor of Educational Leadership and Executive Director, Policy Center on the First Year of College. B.A., Marietta College; M.A., Purdue University; Honorary Doctorate Degrees, Marietta College, Baldwin-Wallace College, Bridgewater State College, Millikin University, Purdue University, Teesside University (UK)

Helen C. Gift (1997)

Ruth Stafford Conabeer Distinguished Service Professor of Sociology and Organizational Systems. Chair of the Division of Social Sciences, Professor of Sociology and Organizational Systems, Coordinator of the Integrated Studies Major, and SACS Self-Study Committee Chair. B.A., M.A., Ph.D., Emory University.

Robert R. Glesener (1979)

Associate Professor of Biology. B.S., University of Maryland; M.S., Ph.D., University of Michigan

Winford A. Gordon (1996)

Associate Professor for Psychology and Wilderness Leadership; Co-leader of 1997 *Voice of the Rivers Expedition* and Vice President for Institutional Advancement. B.S., Wofford College; Ph.D., University of North Carolina–Chapel Hill

Jon K. Gudmundson (1997)

Assistant Professor of Music and Jazz Studies. B.M., Western Washington University; M.M., Indiana University; D.A., University of Northern Colorado

Ralph A. Hamlett (1998)

Visiting Assistant Professor of Communications. B.A., Western Carolina University; M.A., University of North Carolina–Greensboro; Ph.D., Louisiana State University

J. Belton Hammond (1980)

Associate Professor of English. B.A., Presbyterian College; M.A., Clemson University

Christopher Harding (1999)

Assistant Professor of Music. B.M., Eastman School of Music; M.M., Artistic Diploma, Indiana University

S. Kay Hoke (1998)

Professor of Music. Chair of the Division of Fine Arts, and Coordinator of the Music Major. B.A., University of Kentucky; Ph.D., University of Iowa

Alyse W. Hollingsworth (1984)

Assistant Professor of Computer Information Systems. A.A., Brevard College; B.S., Mars Hill College; M.A., postgraduate study, Western Carolina University

Susan L. Horn (1977)

Associate Professor of Mathematics. B.S., M.S., Louisiana Technical University. Recipient, 1998 Margaret J. and Henry Sprinkle Faculty Award

Judy Hoxit (1987)

Assistant Professor of Foreign Language and Instructor in Modern Dance. B.S., East Carolina University; M.Ed., University of North Carolina–Greensboro; M.F.A., Southern Methodist University; M.Ed., University of North Carolina–Greensboro. Recipient, 1997 United Methodist Award for Exemplary Teaching

Kelly A. Jones (2000)

Instructor in Exercise Science and Women's Softball Coach. B.S., Castleton State College; M.S., Central Missouri State University

Suzanne R. Kavli (1998)

Instructor in Mathematics and Computer Science and Director of Jumpstart 2000. B.S., University of North Dakota; M.S. (2), North Dakota State University

David S. Kirby (1993)

Assistant Professor of Music and Director of Bands. B.M., Appalachian State University; M.M., D.M.A., University of Cincinnati College–Conservatory of Music

Susan R. Kuehn (1995)

Instructor in Reading and Director of the Learning Enhancement Center. B.A., Clarke College; M.A., Northeastern Illinois University; postgraduate study, University of Chicago. *Recipient, 1998 Evelyn Sherrill Bunch Faculty Award*

Donnald H. Lander (1979)

Associate Professor of Mathematics. B.S., M.S., Florida State University; D.A., Idaho State University

Liping Liu (1995)

Assistant Professor of Language and English as a Second Language, Director of International Student Programs. B.A., Anhui University in China; M.A., Beijing Normal University; M.A., Dartmouth College; Ed.D., Harvard University

Jeffrey B. Llewellyn (1990)

Mary Emma Thornton Distinguished Service Professor of Ecology, Professor of Biology, and Coordinator of the Ecology Major. B.A., M.A., University of Northern Iowa; Ph.D., University of Nevada-Reno

Kristina H. McBride (1987)

Instructor in English and Director of the Writing Center. A.A., Brevard College; B.A., Wake Forest University; M.A., Western Carolina University. *Recipient, 1996 Evelyn Sherrill Bunch Faculty Award; 2000 United Methodist Award for Exemplary Teaching*

Laura P. McDowell (1976)

Professor of Music. B.M., Converse College; M.A., Columbia University; Ph.D., Florida State University; postgraduate study: Goethe Institute, Salzburg; Zertificat Deutsche als Fremdsprache

Stephen J. Martin (1988)

Assistant Professor of Social Work and Sociology and Dean of Continuing Education. A.B.J., University of Georgia; M.S.W., University of North Carolina-Chapel Hill

S. Rhuemma Miller (1968-78, 1985)

Assistant Professor of English and Communications. A.A., Mars Hill College; B.A., Furman University; M.A., Appalachian State University; postgraduate study, University of South Carolina

Ernest L. Mills (1992)

Instructor in Religion and College Chaplain. B.S., University of North Carolina-Asheville; M.R.E., Duke Divinity School, Duke University; M.Div., Candler School of Theology, Emory University

D. Timothy G. Murray (1963)

Edward W. Seese Distinguished Service Professor of Art and Coordinator of the Art Major. A.A., Mars Hill College; B.A., M.A.C.A., University of North Carolina-Chapel Hill; postgraduate study, Archie Bray Foundation, Helena, Montana; University of Tennessee-Gatlinburg; Arrowmont; Clemson University; Arts Management Diploma, University of North Carolina-Chapel Hill. *Johnie H. Jones Distinguished Professor in Teaching (2000-2002)*

Gilbert W. Payne (1997)

Dean of Intercollegiate and Intramural Athletics, Head Baseball Coach, and Instructor in Business and Sports Management. B.S., Bristol College; M.B.A., Bristol University.

Laura Phillips (1998)

Visiting Assistant Professor of Music. B.M., Texas Tech University; M.M., New England Conservatory of Music; D.M.A., University of North Carolina–Greensboro

Anne T. Pittman (1991)

Assistant Professor of Geology. B.S., Marietta College; M.S., West Virginia University; postgraduate study, Ball State University, West Virginia University, Northern Arizona University, Yavapia College, Arizona State University, University of North Carolina–Asheville, and Western Carolina University. *Recipient, 1996 United Methodist Award for Exemplary Teaching*

M. Jo Pumphrey (1987)

Associate Professor of Art and Coordinator for First Year Forum (Fall 2000) B.S., Florida State University; M.F.A., East Carolina University

Michael E. Quigley (1998)

Professor of Ethics and Leadership, Coordinator of the Organizational Leadership Major, and Executive Director of the Center for Transformational Leadership. B.A., University of London; M.A., Manhattan College; M.A., Lancaster University; Ph.D., Boston College; postgraduate study at Cambridge University; Institut Catholique, Paris; Boston Theological Consortium

H. Larimore Ragsdale (1995)

Dalton Professor of Environmental Studies, Chair of the Division of Environmental Studies, Mathematics, and Natural Sciences, Director of the Appalachian Center for Environmental Solutions, and Coordinator of the Environmental Studies Major. B.A., Emory University; M.S., Ph.D., University of Tennessee–Knoxville

James H. Reynolds (1999)

Visiting Assistant Professor of Geology. A.B., M.A., Ph.D., Dartmouth College

Patricia L. Robinson (1976)

Associate Professor of Music. B.M., Greensboro College; M.M., University of North Carolina–Chapel Hill; postgraduate study, Juilliard School of Music; Teacher's Certificate, University of North Carolina–Greensboro. *Recipient, 1998 Eugene R. Pendleton Faculty Research Award*

Elizabeth E. Russo (1999)

Instructor in Outdoor Recreation and Education. B.A., St. Andrews Presbyterian College; M.Ed., East Carolina University; M.Ed., Georgia College and State University

Andrew M. Schaefer (1992) Instructor in Physical Education and Men's Soccer Coach. B.S., Elon College

M. Susan Schmidt (1995)

Assistant Professor of English and Environmental Studies and Co-leader, 1999 *Voice of the Rivers Expedition*. B.A., Connecticut College; M.A., University of Virginia; Ph.D., University of South Carolina; postgraduate study, Duke University; Oxford University, England

R. Scott Sheffield (1993)

Associate Professor of History and Coordinator of the History Major. B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

Brenda Skeffington (2000) Instructor in Exercise Science, Director of Intramurals, and Women's volleyball Coach. B.S., Springfield College, M.A., M.S., United States Academy**Sheila Simmons (2000)** Instructor in Physical Education and Women's Basketball Coach. B.S., M.Ed., University of Montevallo**Ruth L. Still (1992)**

Assistant Professor of Music. B.S., Juilliard School of Music; M.A., Columbia University; M.A., Florida State University; postgraduate study, Florida State University; Ecoles Americaines des Beaux Artes, Fontainebleau, France

Beth F. Suttles (1999)

Laboratory Manager, Teacher in Biology, A.S., Brevard College, B.S., Northland College

G. Thomas Tait (1996)

Ottilly Welge Seese Distinguished Service Professor of Exercise Science and Coaching, Chair of the Division of Exercise Science and Wilderness Leadership, and Coordinator of the Exercise Science Major. B.S., University of Maryland; M.S., Ph.D., Pennsylvania State University

Notombi Naomi-Cecelia Tutu (1996)

Seese Lecturer in Comparative Studies. B.A., Berea College; M.A., University of Kentucky; Ph.D. (A.B.D.), London School of Economics; Diplome de Langue et Civilisation Francaises, Degre Semestriel, Universite de Paris

C. Clarke Wellborn (1976)

Edwin L. Schmidt Distinguished Service Professor of Physics and Mathematics. B.S., Ph.D., Tulane University. *Recipient, 1995 Evelyn Sherrill Bunch Faculty Award*

Mary Kay White (2000)

Visiting Assistant Professor of Exercise science and Physiology, A.B., Fairmont College, M.S., West Virginai University, Ed.D., West Virginia University

Robert A. White (1991)

Assistant Professor of Theater Studies and Director of the Morrison Playhouse. B.A., Wagner College; M.A.L.S., Dartmouth College; M.A., Antioch College; Ph.D., Union Institute of Cincinnati; Educational Certification, Morgan State University; postgraduate studies, Paideia Institute, University of North Carolina-Chapel Hill

Kristi L. Whitten (2000)

Visiting Assistant Professor of Music. B.M., Belmont College; M.M., D.M., Indiana University

Norman L. Witek (1967)

Professor of Health and Exercise Science and Coordinator of the Teaching/Coaching Emphasis. B.S., M.S., University of Tennessee

A. Preston Woodruff (1973)

Robert Wesley Pickens Professor of Religion; *Johnie H. Jones Distinguished Professor in Teaching* (1996–98). B.A., Georgia State University; M.Div., Candler School of Theology, Emory University; postgraduate study, Emory University; University of North Carolina–Asheville; and Oxford University, England

Scott K. Yager (1992)

Instructor in Physics. A.A., Seminole Community College; B.S., M.S., University of Central Florida

ADJUNCT FACULTY

Matthew Anderson (1999)

Instructor in Music. B.M.Ed., Northwestern University

Iliia Assalin (1997)

Instructor in ESL and Computer Information Science. Diploma of Higher Education, Russian State Teacher's Training College; A.A., Brevard College; M.B.A., Gardner-Webb University

Cameron Austin (1999)

Instructor in CIS. B.A., M.S., Georgia State University

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Instructor in French. B.A., Duke University; graduate study, University of North Carolina—Greensboro

Joy Bagley (1999)

Instructor in English and Reading. B.A., M.S.Ed., University of Miami

Patricia Batchner (1988)

Assistant Professor of Music. B.M., Seton Hill College; M.A., Florida State University

Dixon Brady (1998)

Instructor in Art. B.F.A., Virginia Commonwealth University; M.F.A., Indiana University

Jennifer Browning (2000)

Instructor in English, B.A., University of North Carolina-Asheville, M.A., Ph.D. (A.B.D.), Georgia State University

Jeff Carter (1999)

Visiting Assistant Professor of Religion. Director of Castle Rock Institute. B.A., Davidson College, M.T.S., Harvard University; Ph.D., University of Chicago

Michael Clark (2000)

Instructor in English, B.A., Emory & Henry College, M.Div., Emory University, Ph.D., Emory University

Roger Allen Cope (1999)

Instructor in Music. B.A., Florida State University

Michael Daniel (2000)

Instructor in Exercise Science

Dawn Davenport (1999)

Instructor in Environmental Studies. B.A., Trinity University, M.S., University of Texas—San Antonio, J.D., Southern Methodist University School of Law

Deborah DeWitt (2000)

Instructor in Psychology, B.A., North Carolina State University, M.S., University of North Carolina-Greensboro, Ph.D., Kensington University

Joanne H. Dufilho (1995)

Instructor in Psychology, B.A., University of Houston; Ph.D., University of Houston

Jill English (2000)

Instructor in Journalism, B.S., Western Carolina University, M.S.,
University of South Carolina

Robert A. Foster (1994)

Instructor in English as a Second Language. B.A., Wheaton College; Tokyo
School of the Japanese Language; special study, Garrett Theological Seminary;
postgraduate study, Syracuse University

Christopher Fox (2000)

Instructor in Exercise Science and Wilderness Leadership, B.A., Prescott
College

Jane Fuller (2000)

Instructor in Mathematics, B.A., Wake Forest University, M.A., University of
Wyoming

Morgen Gebhards (2000)

Instructor in Exercise Science and Wilderness Leadership, B.A. Ithaca
College; M.S., University of Tennessee

Terri Godfrey (2000)

Instructor in Art, B.A., Warren Wilson College, M.A., Graduate College of
Norwich University, M.A., Western Carolina University, M.F.A., Vermont
College of Norwich University

Cheryl Hallowell (2000)

Instructor in Chemistry, B.S., University of Maine, M.S., Western Carolina
University, Ph.D., Clemson University

Rachel E. Harris (1992-1995) (1995)

Instructor in LSK, A.A., Brevard College, B.A., M.A., Appalachian State
University

Yuki Harding (2000)

Instructor in Music. B.M., Eastman School of Music

Rita J. Hayes (1994)

Instructor in Music. B.M., Cincinnati College, Conservatory of Music;
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William Jennings (2000)

Instructor in LSK and Psychology, B.S., University of Tennessee, M.A.,
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Janet C. Kelly (1996)

Staff Accompanist, A.B., Catawba College, M.A., Hood College

Deanna Latell (2000)

Instructor in Reading, B.S., M.S., Florida State University

Markus Maier (2000)

Instructor in German. B.A., University of Montana, M.A., University of
Montana

Thomas Mahan (1998)

Instructor in Psychology. B.A., Catholic University of America; M.A., Fairfield University; Ph.D., University of Connecticut

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Instructor in Accounting and Computer Information Systems, B.A., Northwestern University, M.B.A., Northwestern University

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Accompanist, Piano. B.M., University of Tennessee, M.M., Indiana University

Layton R. Parker (2000)

Instructor in Computer Information Service and Business, A.A., B.A., Brevard College, M.B.A., Western Carolina University

Vance Reese (1998)

Instructor in Music. B.M., Southern Methodist University; M.M., Scarritt College; D.M., Indiana University

Kathryn Reiter (1999)

Instructor in Learning Skills. B.A., Michigan State University; M.S., Barry University; Ed.D., Florida International University

Gay Schuldt (1999)

Instructor in Horseback Riding

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Instructor in Music. B.A., Radford University; M.M., Norfolk State University

Paul Statsky (1999)

Instructor in Music. B.M., Julliard School of Music; M.M., Indiana University

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Instructor in English, B.A., Mississippi College, M.A., Mississippi College, Ed.S. Mississippi College

Kimberly Wenzel (1998)

Instructor in Mathematics. B.A., Hastings College; M.S., University of Chicago

Glynda Wilkins (1998)

Volunteer Tutor for North Carolina Governor's Program. B.S., Texas A & I University; M.B.A., Duke University

Peter Wroblewski (1999)

Instructor in Mathematics. B.S., State University of New York-Maritime College; M.S., University of Southern California

Joan Yarbrough (1990)

Instructor in Music. B.M., Oberlin Conservatory of Music; L.R.A.M. Performance, Royal Academy of Music, London, England

FACULTY EMERITI**J. Patricia Batcher (1988–1996)**

Professor of Music, Piano, and Theory. B.M., Seton Hill College; M.M., Florida State University; postgraduate study, Catholic University, Laval University, Juilliard School of Music, Aspen School of Music, Westminster Choir College, Florida State University, and Fontainebleau, France

Sara S. Beard (1967–1982)

Professor of English. A.B., M.A., Duke University

Peter E. Burger (1973–1996)

Professor of History. B.A., M.A., Mississippi State University; graduate study, University of Alabama

Carl A. Carlson (1991–1999)

Professor of Mathematics. Former Supervisor, Bell Telephone Laboratories and District Manager, AT & T. B.S., Bradley University; M.S., M.S., New York University

Samuel L. Cope (1969–1997)

Iva Buch Seese Distinguished Service Professor of Theater. B.A., Catawba College; M.A., University of North Carolina–Chapel Hill; M.A., University of Tennessee; graduate study, Indiana University

Rachel Cathey Daniels (1960–1996)

Instructor in Mathematics. A.A., Biltmore College (now UNC-A); B.A., Meredith College; graduate studies at North Carolina State University, Furman University; M.A., Western Carolina University.

Byrdie E. Eason (1981–1995)

Professor of Health and Physical Education and Chair of Division of Physical Education, Health and Wilderness Education. B.A., M.Ed, University of Southwestern Louisiana; Ph.D., Florida State University

C. Ray Fisher (1959–1999)

Ruth Stafford Conabeer Distinguished Service Professor of Business and Economics, Chief Marshal of the College, and Chair, Division of Social Sciences. B.S., Western Carolina University; M.B.A., University of Georgia

S. Eugene Lovely (1969–1996)

Professor of History and Chair of Division of Social Studies. A.B., Berea College; M.A. East Tennessee State University; M.A. University of North Carolina–Greensboro; graduate study, University of Virginia

Harvey H. Miller, Jr. (1960–1999)

Otilly Welge Seese Distinguished Service Professor of Voice. Attended the North Carolina State School for the Blind; B.A., B.M., M.A., University of North Carolina–Chapel Hill; M.M., Indiana University

Mario P. Perez (1961–1982)

Professor of Economics and Chair of Division of Humanities. C.G., Candler College, La Habana, Cuba; C. P. Escuela de Ciencias Comerciales, Universidad de la Habana, Cuba; graduate study, Madrid, Spain

Viola C. Perez (1961–1982)

Professor of Spanish. Bachiller en Ciencias y Letras, Instituto de Santa Clara, Cuba; Doctor en Pedagogia, Universidad de la Habana, Cuba; graduate study, Spain

C. Edward Roy (1944–1984)

Professor of Religion and Chaplain of the College. A.B., Piedmont College; M.Div., Emory University; M.A., graduate study, George Peabody College for Teachers; D.D. Greensboro College

Grace Munro Roy (1940–1945, 1956–1987)

Professor of Business Administration. B.S., Winthrop College; M.S., University of Tennessee

Geneva L. Shaw (1989–1998)

Professor of Biology. B.A., Winthrop College; M.S., University of Tennessee–Knoxville; Ph.D., University of Kansas

William L. Suder (1988–1998)

Professor of Biology. B.S., Montana State University; M.S., University of Montana; postgraduate study, South Dakota School of Mines, Central State University in Ohio, Grand Valley State University in Michigan, University of North Carolina–Chapel Hill

L. Virginia Tillotson (1966–1999)

Mary Emma Thornton Distinguished Service Professor of Music, Chair of the Division of Fine Arts, and Coordinator of the Music Major. Artistic Director and Conductor, Brevard Chamber Orchestra. B.M., Baylor University; M.M., University of Illinois; postgraduate study, University of North Carolina–Chapel Hill, Northwestern University, Frostburg State University

G. Larry Whatley (1963)

Iva Buch Seese Distinguished Service Professor of Music Theory, Professor of Music, Theory, and Composition. B.M., M.M., University of Alabama; Ph.D., Indiana University

David E. Wetmore (1984–1999)

Professor of Chemistry and Computer Science. B.A., Park College; M.A., University of Kansas; Ph.D., Texas A&M University; postgraduate study, University of California–Berkeley, Clemson University

Margaret B. Zednik (1983–1999)

Instructor in Philosophy and Resident Director of the Austria Program. B.A., Phillips University; Fulbright Scholar, University of Basel; M.A., University of Texas–Austin; M.A., University of Salzburg; postgraduate study, Institute of European Studies, Vienna



ADMINISTRATION

Initial dates of employment with the College are found in parentheses.

OFFICE OF THE PRESIDENT

J. Thomas Bertrand, President (1993)

B.A., Rice University; postgraduate study, University of Virginia, Bread Loaf School of English; J.D., University of Virginia School of Law; Institute for Educational Management, Harvard University.

Daphne L. Chalaron, Executive Assistant to the President (1996)

Elizabeth S. Neale, Assistant to the President (1972–1980), (1988)

A.A., Brevard College; B.A., High Point University

R. Ann Martin, Director of Media and Publications (1995)

B.A., University of North Carolina–Charlotte; M.A., Appalachian State University

B. Barbara Boerner, Director of Institutional Effectiveness, Instructor in Organizational Leadership (1995)

B.A. University of North Carolina at Greensboro, M.Ed., The American University, M.B.A., Loyola University

Jorge Luis Gonzalez, Managing Editor of *The Brevard Magazine* and Senior Writer (1999)

B. A., Berry College. Postgraduate study, Yale University, University of Georgia

Constantin V. Micuda, A.I.A., Senior Advisor, Facilities Planning and Construction (1994)

Undergraduate studies, University of Berlin; Masters' equivalent, University of Rome; B.S., University of Michigan

OFFICE OF ACADEMIC AFFAIRS

Robert A. Bauslaugh, Vice President of Academic Affairs, Dean of Faculty, and Professor of Ancient History and Classics (1998)

B.A., University of California at Riverside; M.A., Ph.D., University of California at Berkeley; Society of Fellows in the Humanities, Columbia University

Judy W. Jones, Administrative Assistant to the Vice President for Academic Affairs (1997)

Bonnie H. Clark, Assistant Dean of Academic Affairs, Instructor in Reading and English, Coordinator of Developmental Programs (1994)

B.A., Gannon University; M.Ed., State University of New York–Buffalo

CONTINUING AND COMMUNITY EDUCATION

Stephen J. Martin, Dean of Continuing Education and Summer Programs (1998)

A.B.J., University of Georgia, M.S.W., University of North Carolina at Chapel Hill

Jacolyn K. Campbell, Director of Community Education (1988)
B.A.Ed., Pacific Lutheran College

Carol A. Persek, Administrative Assistant, Office of Community Education (1998)
Pamela M. Johnson, Assistant Dean of Special Projects (1992)
B.S., James Madison, M.Ed., Campbell University

FINE ARTS

Cynthia M. Calabrese, Managing Director of the Porter Center for Performing Arts (1996)
B.Mus., Shorter College

Cameron Austin, Campus Technical Director (1999)
B.A., Georgia State University; M.S., Georgia State University

Linda E. Moser, Box Office Manager of the Porter Center for Performing Arts (1998)

LIBRARY

Michael M. McCabe, Director of the Library (1982)
B.S., Edinboro University of Pennsylvania; M.A., East Tennessee State University;
M.L.I.S., University of South Carolina

Constance B. Engle, Librarian (1996)
B.A., Brown University; M.A., Michigan State University; M.A.L.S.,
Indiana University

June N. Greenberg, Circulation Clerk (1998)

Peggy Higgins, Evening Reference Librarian (1999)
B.A., East Carolina University; M.A., Winthrop University; M.L.I.S., University
of North Carolina–Greensboro

Janet B. Jones, Library Administrative Assistant (1987)

Brenda G. Spillman, Librarian (1995)
B.A., Berea College; M.L.I.S., University of North Carolina–Greensboro

George E. Stahlberg, Library Technical Assistant (1988)

REGISTRAR

Adelaide H. Kersh, Registrar and Director of Institutional Research (1960)
B.A., University of North Carolina–Chapel Hill; M.M., Indiana University;
postgraduate study, East Carolina University; Registered Music Therapist

Kelly R. Wheeler, Assistant Registrar (1999)
A.A.S., Asheville-Buncombe Technical College

Bobbie Jean Whitmire, Assistant to the Registrar (1977)
J.C.D., Blanton's Business College

Susan R. Hamlett, Records and Eligibility Coordinator (1999)
B.S.W., Texas Woman's University

ADMINISTRATIVE ASSISTANTS TO THE ACADEMIC DIVISIONS

Jan W. Blalock, Secretary to the Appalachian Center for Environmental Solutions, and Secretary to the Division of Environmental Studies, Mathematics, and Natural Sciences (1996)
B.S., East Carolina University

Monica Driscoll, Secretary to the Division of Environmental Studies, Mathematics, and Natural Sciences (2000) A.A. Brevard College, continuing education, North Carolina State University

Cathy M. Dorner, Art Department Office Manager (1998)

Joyce Mazzochi, Assistant to the Division of Fine Arts and the Music Department (1997)

Patricia B. Shores, Secretary to the Divisions of Humanities and Social Science (1995)

Shirley A. Wing, Secretary to the Division of Exercise Science, Wilderness Leadership and Experiential Education (1991)

OFFICE OF STUDENT AFFAIRS

J. Cameron West, Vice President for Student Affairs (1999)
B.A., University of North Carolina—Chapel Hill; M.Div., The Divinity School, Yale University; Th.M., The Divinity School, Duke University

Sarah T. Mead, Administrative Assistant to the Vice President for Student Affairs (1977)

DIVISION OF ADMISSIONS AND FINANCIAL AID

Theodore J. Wiard, Dean of Admissions and Financial Aid (1998)
B.A., New Mexico State University

Cynthia C. McCall, Administrative Assistant to the Dean of Admissions and Financial Aid (1988)

Lisanne J. Masterson, Associate Dean of Admissions and Financial Aid (1983) B.A., University of Tennessee; M.A.Ed., Western Carolina University

Betty Kay Brookshire, Associate Director of Admissions/Transfer Counselor (1998) A.A., Brevard College

Christine C. Mehaffey, Assistant Director of Admissions (1999)
B.S., Auburn University

Caron O. Surret, Assistant Director of Financial Aid/Admissions Counselor (1990)

James T. Bates, Admissions Counselor (2000)
B.A., Lipscomb University

Brooke Dean, Admissions Counselor/Church Relations (2000)

A.A., Brevard College; B.S.W., University of North Alabama

Amanda Jacobs, Admissions Counselor (2000)

B.A., Brevard College

Angela F. Hemphill, Coordinator of Mass Mailing and Data Management/
Admissions Counselor (1997)

A.A., Brevard College

Carol Payne, Cheerleading Coordinator/Admissions Counselor (2000)

A.A., East Tennessee State University

Catherine Riddle, Financial Aid Administrative Assistant (1998)

A.A., Brevard College

Anna S. Etters, Director of Office Services (1965)

Sheron J. Freeman, College Receptionist (1995)

Raoni Parshal, College Receptionist (1990)

DIVISION OF CAMPUS LIFE

Michelle G. Wolf, Dean of Campus Life (2000)

B.S., Florida Southern College; M.Ed., University of South Carolina

Susan N. Chappell, Administrative Assistant to the Dean of Campus Life
(1987)

A.A.S.C., Blue Ridge Community College

Curt Crowhurst, Associate Dean of Campus Life for Student Activities (1995)

B.S., Southern Illinois University; M.A., North Carolina State University

Dee Dasburg, Associate Dean of Campus Life for Student Growth &
Development and Coordinator of Counseling Services (1994)

B.A., The King's College; M.S., Western Carolina University

James W. Fouche, III, Associate Dean of Campus Life for Orientation and
Residence Life (2000)

B.A., Wofford College

Linda J. Griffith, Senior Residence Hall Director (1994)

A.A.Sc., Patricia Stevens Fashion School

Raymond Brewer, Residence Hall Director and Assistant Men's and Women's
Track Coach (1999)

A.A., Brevard College; B.S., Appalachian State University

Elizabeth Anne Compton, Residence Hall Director (2000)

B.A., Berry College

Leah Louise Sullivan, Residence Hall Director (2000)

Rachel E. Harris, Director of Career Services (1991-1992), (1995)

A.A., Brevard College; B.A., M.A., Appalachian State University

Linda L. Helms, Director of Service Learning (1994)

B.A., Lenoir-Rhyne College; M.Ed., University of Georgia

Susan E. Martin, Director of Medical Services (1999)

R.N., Armstrong State College; B.S.P.A., St. Joseph's College

Ernest L. Mills, Jr., College Chaplain (1992)

B.A., University of North Carolina-Asheville; M.Div., Candler School of Theology, Emory University; M.R.E., Duke Divinity School, Duke University

Raymond Floyd, Director of Mail Services (1963)

L. C. Betsill, Mailroom Assistant (1997)

Steven D. Woodson, Director of Public Safety (1989)

Greg Dill, Public Safety Officer (1989)

Michael Craddock, Public Safety Officer (2000)

Ormon Hatten, Public Safety Officer (1997)

DIVISION OF INTERCOLLEGIATE AND INTRAMURAL ATHLETICS

Gilbert W. Payne, Dean of Intercollegiate and Intramural Athletics, Head Baseball Coach, and Instructor in Business and Sports Management (1997)

B.S., Bristol College; M.B.A., Bristol University

Michael S. Jones, Associate Dean of Intercollegiate and Intramural Athletics and Men's Basketball Coach (1999)

B.A., M.S., Eastern Kentucky University

Todd Anderson, Junior Varsity Baseball Coach and Day Gymnasium Supervisor (1999)

B.S., East Tennessee State University

Nancy G. Ballinger, Instructor in Physical Education and Aquatics Coordinator (1982)

B.A., University of South Florida

Joseph A. Bartlinski, Women's Soccer Coach and Assistant to the Director of Intramurals (1989)

A.A., Brevard College

Christopher J. D'Antonio, Athletic Trainer and Instructor in Exercise Science (1998)

B.S., California University of Pennsylvania; M.S., Ohio University

Kelly A. Jones, Women's Softball Coach, Sports Information Director and Instructor in Exercise Science (2000)

B.S., Castleton State College; M.S., Central Missouri State University

Guy Payne, Gym Supervisor (1961)

Andrew M. Schaefer, Men's Soccer Coach and Golf Coach and Instructor in Physical Education (1992)

B.S., Elon College

Sheila Simmons, Women's Basketball Coach and Instructor in Physical Education (2000) B.S., M.Ed., University of Montevallo

Brenda L. Skeffington, Women's Volleyball Coach, Director of Intramurals and Instructor in Exercise Science (2000)

B.S., Springfield College (MA); M.S., United States Sports Academy

Benjamin D. Thomas, Head Men's and Women's Cross Country and Track Coach (1999)

B.A., Virginia Polytechnic Institute and State University; M.A., Lynchburg College

OFFICE OF FACILITIES AND GROUNDS

Reid B. Plemmons, Director of Facilities and Grounds (1984)

Patricia D. Allison, Assistant to the Director of Facilities and Grounds (1987)

Gary W. Buchanan, Unlimited Licensed Electrician (1993)

C. Patrick Butler, Grounds Technician and Athletic Fields Supervisor (1997)

Danny L. Corn, Painting, Wall Paper, General Repair (1988)

Robert G. DeLisle, HVAC Technician (1997)

Jack Hamlin, Assistant Maintenance Supervisor, Certified Locksmith, Trim Carpenter, NSF Certified Pool Operator (1984)

Jerry L. Marshall, Unlimited Licensed Plumber, Computer Technician, NSF Certified Pool Operator, ITT Certified Boiler Operator, Floor Mechanic, CDL Driver (1989)

Randall J. Marshall, Floor Mechanic, Janitorial Technologies Certification, Grounds Technician, General Repair (1995)

Daniel E. McMahon, HVAC Technician (1998)

Charles Stewart, College Mechanic, Carpenter, General Repair (1989)

Mark O. Walker, Grounds Technician, Restrictive Pesticide Certification, Certified Arborist, CDL Driver (1985)

OFFICE OF FINANCE

Deborah P. Hall, Vice President for Finance (1995)

B.S., University of North Carolina at Asheville

Ann P. Garren, Student Accounts Coordinator (1999)

A.A.S., Asheville Buncombe Technical College

Linda W. Epperson, Purchasing Agent (1999)

Angela Morgan, Administrative Assistant to the Vice President for Finance (2000)

B.A. Meredith College

Edith J. Kelley, Accounting Manager (1999)
B.S., Ashland University

Janie C. McCall, Accounts Payable/General Ledger Coordinator (1999)

Leah St. John, Payroll/Benefits Coordinator (1999)
A.A., Brevard College; A.A.S., Asheville-Buncombe Technical College;
B.A., Mars Hill College

OFFICE OF INSTITUTIONAL ADVANCEMENT

Winford A. Gordon, Vice President for Institutional Advancement and Associate Professor for Psychology and Wilderness Leadership; coleader of 1997 *Voice of the Rivers Expedition* (1996)

B.S., Wofford College; Ph.D., University of North Carolina–Chapel Hill

Paige D. Johnson, Director of Development and Deputy to the Vice President (1987)
A.A., Brevard College

Cheryl Walkup, Administrative Assistant to Institutional Advancement (1999)

Jody Betsinger, Administrative Assistant to Institutional Advancement (1999)

Erica A. Arbogast, Director of Prospect Research (1998)
A.A., Brevard College; A.B.J., University of Georgia

David R. Huskins, Director of Alumni Affairs (1994) A.A., Brevard College;
B.A., High Point College; M.Div., Duke Divinity School, Duke University

Bradford M. Kimzey, Director of the News Bureau, Office of Public Information (1991)
B.A., Western Carolina University

Kelly E. Brandon, Director of Annual Giving (1999)
B.A., Mars Hill College

Martha B. Cochran, Gift Processor and Database Manager (1991)

David R. Huskins, Director of Alumni Affairs (1994)
A.A., Brevard College; B.A., High Point College; M.Div., Duke University

Bradford M. Kimzey, Director of the News Bureau, Office of Public Information (1991)
B.A., Western Carolina University

OFFICE OF OPERATIONS AND INFORMATION TECHNOLOGY

Paul K. Parker, Vice President for Operations and Information Technology (1997)
B.A., Berea College

Nancy N. MacDonald, Administrative Assistant (2000), B.A., UNC-Wilmington

June Murphy, Office Manager (2000), AA, Andover College

Ilia Assalin, Special Projects Administrator (1997), A.A., Brevard College, B.A., M.A., Kolomna State Teacher Training College, M.B.A., Gardner-Webb University

Trina O. Burns, Database Coordinator (1999)

Christie L. Cauble, Web Specialist (1999)

Teresa W. Credille, System Administrator (1987)
A.A., Brevard College

Matt S. Jones, PC/Network Technician (1998)
B.A., Baylor University

Ralph D. Pezoldt, Database Administrator (1996)
B.S., M.Ed., West Chester University

Coty Wood, Technical Manager (1999)

Michael Warmack, PC/Network Technician/AAM (2000), A. A.S.. CCAF



BOARD OF TRUSTEES

WILLIAM ERVIN, CHAIR

Dyeann B. Jordan, Vice Chair Joseph P. McGuire, Vice Chair
James E. Holmes III, Secretary

LIFE TRUSTEES

Martha R. Amos, High Point, NC
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C. Harley Dickson, Jr. Cornelius, NC
Norman S. Fink, Brevard, NC
Bernard R. Fitzgerald, Denver, NC
J. Carlton Fleming, Charlotte, NC
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Johnie H. Jones, Charlotte, NC
Dallas L. Mackey, Winston-Salem, NC
James M. Perry, Rutherfordton, NC
Paul B. Porter, Shelby, NC
Lizette Lewis Pryor, Raleigh, NC
B.D. Rodgers, Charlotte, NC
J. Carlyle Rutledge, Kannapolis, NC
Ray N. Simmons, Brevard, NC
William C. Stanback, Salisbury, NC
Cameron P. West, Brevard, NC

TRUSTEES ELECTED TO TERMS

S. Alan Albright, Gastonia, NC
Timothy J. Bailey, Mt. Plymouth, FL
F. Alexander Balentine, Atlanta, GA
Robert E. Boggan, Jr., Charlotte, NC
R. Thomas Breeden, Jr., Morganton, NC
John S. Candler, Brevard, NC
Tom L. Cassady, Greensboro, NC
Gail Conder Dings, Charlotte, NC
Richard A. Eldridge, Jr., Charlotte, NC
William G. Ervin, High Point, NC
F. Crowder Falls, Charlotte, NC
Reginald D. Heinitsh, Jr., Lake Toxaway, NC
John A. Hillerich III, Louisville, KY
James E. Holmes III, Winston-Salem, NC
J. Wesley Jones, Fayetteville, NC
Dyeann B. Jordan, Winston-Salem, NC
C. Thomas Latimer III, Greensboro, NC

Robert S. Lawrence, Brevard, NC
James C. Lovin, Brevard, NC
Reginald McAfee, Charlotte, NC
Joseph P. McGuire, Asheville, NC
Linda Martinson, Atlanta, GA
Barbara M. Nesbitt, Asheville, NC
Amy F. Owen, Charlotte, NC
Alfred F. Platt, Jr., Brevard, NC
J. Ernest Riddle, Atlanta, GA
Bruce V. Roberts, Brevard, NC
Jerry Stone, Brevard, NC
Stephen P. Strickland, Washington, DC
Elizabeth O. Taylor, Brevard, NC
Dona D. Vaughn, New York, NY
Richard T. Williams, Chapel Hill, NC
Earl Wilson, Jr., Charlotte, NC

ALUMNI TRUSTEES

Stephen G. Hall '68, Jacksonville, FL
Charles L. Holt '74, Athens, GA
Barbara Allison Hulsey '75, Charlotte, NC
Dorothy Dellinger Marlow '51, Hendersonville, NC
T. Philip Tappy '60, Charlotte, NC
W. Heathley Weldon '75, Neptune Beach, FL

EX-OFFICIO TRUSTEES

J. Thomas Bertrand, Brevard, NC
Mary Kathryn Denig, Winston-Salem, NC
George M. Freeman, Brevard, NC
Lewis C. Gibbs, Asheville, NC
Henry A. Justice, Charlotte, NC
Charlene P. Kammerer, Charlotte, NC
Manuel D. Wortman, Chapel Hill, NC

EMERITI TRUSTEES

Ralph L. Abernethy, Jr., Lincolnton, NC
Douglas W. Booth, Charlotte, NC
L. Bevel Jones III, Decatur, GA
Albert G. Myers, Jr., Gastonia, NC
John L. Thompson, Jr., Charlotte, NC

BOARD OF VISITORS

MARY KATHRYN DENIG, CHAIR

Robert M. McKown, Brevard, NC, Vice Chair

Robert Bednarek, Pisgah Forest
 Lynn P. Butterworth, Brevard
 Rick Byrd, Brevard
 Judith E. Dean, Winston-Salem
 Phyllis H. Dunning, Winston-Salem
 Jack C. Ellsworth, Pisgah Forest
 Elizabeth C. Freeman, Brevard
 Guy Freeman, Brevard
 Elizabeth B. Gash, Brevard
 Frederick L. Gordon, Brevard
 Christine F. Griffin, Charlotte
 Harry R. Hafer, Brevard
 James T. Harris, Brevard
 William D. Hart, Pisgah Forest
 Cecil J. Hill, Brevard
 Thomas R. Hodge, Easley, SC
 Terry K. Holliday, Brevard
 William H. Hough, Pisgah Forest
 Diana Jaffe, Lake Toxaway
 J. Phillip Jerome, Brevard
 Ben M. Jones, III, Hendersonville

Rodney W. Locks, Brevard
 Everette H. Lowman, Asheville
 William A. Lyday, Pisgah Forest
 Joseph C. McCall, Rosman
 Charles McLarty, Charlotte
 Richard M. Marvin, Winston-Salem
 Robert H. Masengill, Brevard
 Constantin V. Micuda, Brevard
 Kaye Myers, Asheville
 Conrad G. Neiman, Brevard
 Paul J. Owenby, Jr., Pisgah Forest
 J. William Porter, Charlotte
 Michael K. Pratt, Brevard
 Virginia W. Ramsey, Brevard
 James Robbins, Memphis, TN
 Charles W. Roberts, Pisgah Forest
 Nathan Thompson, Brevard
 Susan S. Threlkel, Pisgah Forest
 David K. Watkins, Brevard
 Shelly F. Webb, Brevard
 Madrid Zimmerman, Pisgah Forest

ACCREDITATIONS

OFFICIAL ACCREDITATIONS

Brevard College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404.679.4500) and the University Senate of The United Methodist Church to award degrees at the baccalaureate and associate levels. The music programs are accredited by the National Association of Schools of Music.

MEMBERSHIPS

American Association of Collegiate Registrars and Admissions Officers

American College Testing Program

American Counseling Association

American Library Association

American School of Classical Studies at Athens, Greece

Association for Computing Machinery

Carolinas Association of Collegiate Registrars and Admissions Officers

CAUSE (Association for Managing and Using Information
Resources in Higher Education)

College Entrance Examination Board

Council for Higher Education, The United Methodist Church

Council for Higher Education, Western North Carolina Conference

Council for the Advancement and Support of Education

Data Processing Management Association

Digital Equipment Computer User's Society

Independent College Fund of North Carolina

Mountain College Library Network

National Association for Campus Activities

National Association for College Admissions Counseling

National Association of College and University Business Officers

National Association of Independent Colleges and Universities

National Association of Schools and Colleges of The United Methodist Church

National Association of Schools of Music

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National Junior College Athletic Association
North Carolina Association of Colleges and Universities
North Carolina Association of Independent Colleges and Universities
North Carolina Association of Student Financial Aid Administrators
North Carolina Center for Independent Higher Education
Southeastern College Art Conference
Southeastern Association of Housing Officers
Southeastern Library Network
Southern Association of College Admissions Counselors
Southern Association of Colleges and Schools
Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Junior Colleges
Southern Association of Student Financial Aid Administrators
Western Carolina Junior College Conference

ACADEMIC CALENDAR

FALL 2001

July 27, 2001 Friday	Tuition, fees, room, and board due.
August 13–15 Monday–Wednesday	Faculty Advisors' Orientation.
August 16–17 Thursday–Friday	Faculty Development.
August 17 Friday	International Student Day.
August 18 Saturday	New students arrive.
August 19 Sunday	Orientation for new students. Fall Convocation.
August 21 Tuesday	Registration for new students. 9:00 am–5:00 pm
August 22 Wednesday	Moving Mountains—8:00am–1:00pm/2:00pm–5:00pm Advisors in office REGISTRATION/SCHEDULE CHANGES 1–4pm Last day for 100% refund due to official withdrawal from college.*
August 23 Thursday	Classes begin.
August 29 Wednesday	Last day for course schedule changes, and late registration. Last day for 80% refund of tuition and board due to official withdrawal from college.
September 5 Wednesday	Last day to drop courses without record. Withdrawals after this date result in a grade of W, WR. Last day for 60% refund of tuition and board due to official withdrawal from college.
September 7,8,9 Fri., Sat., Sun.,	Annual Fall Spiritual Life Retreat, Hinton Rural Life Center

September 12 Tuesday	Last day to withdraw with W grade. Withdrawals after this date result in a grade of WR for written verifiable health, medical, or legal reasons, and W by the professor, division chair, or the dean of faculty. Last day for 40% refund of tuition and board due to official withdrawal from college.
September 19 Wednesday	Last day for 20% refund of tuition and board due to official withdrawal from college.
September 21–23 Friday–Sunday	Family Weekend.
October 1 Monday	Legal NC residents must be enrolled full-time to receive their state grant.
October 10 Wednesday	Midterm grades due.
October 11–12 Thursday, Friday	Fall meeting, Board of Trustees.
October 13–14 Saturday–Sunday	Homecoming Weekend.
October 13–16 Saturday–Tuesday	Fall Break (no classes).
October 17	Last day a professor may withdraw a student from a course with a grade of W. After this date the professor may give only a grade of WR when a student presents documentation verifying a medical, legal, or emergency situation.
October 29–Nov. 2 Monday–Friday	Advising week. Preregistration for spring 2002.
November 5	Application for Graduation due in Registrar's Office with Associate or Baccalaureate degrees in December 2001 or May 2002.
November 21–25 Wednesday–Sunday	Thanksgiving Break (no classes).
December 4 Tuesday	Last day of classes.
December 5 Wednesday	Reading Day.
December 6–11 Thursday–Tuesday	Final exam period. Tuition, fees, room, and board due for spring semester.
December 14 Friday	End of fall semester.

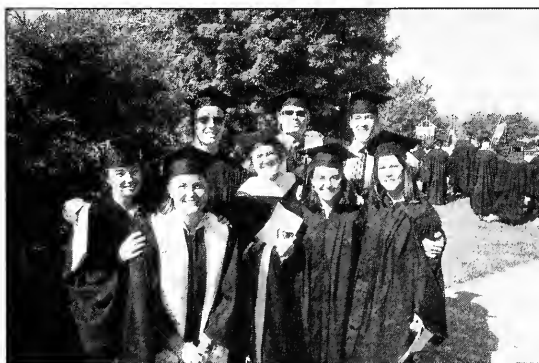
SPRING 2002

December 12, 2001 Wednesday	Tuition, room, and board due.
January 6 Sunday	Residence Halls open. Orientation for new students.
January 7	Registration for new and returning students Last day for 100% refund of tuition and board due to official withdrawal from college.
January 8 Tuesday	Classes begin.
January 14 Monday	Martin Luther King, Jr., Day.
January 16 Monday	Last day for course schedule changes, and late registration. Last day for 80% refund of tuition and board due to official withdrawal from college.
January 18 Friday	Application for degrees to be granted at end of current semester are due in Registrar's Office (105 Beam Administration Building).
January 23 Wednesday	Last day to drop courses without record. NC residents must be enrolled full-time to receive their state grant. Last day for 50% refund of tuition and board due to official withdrawal from college.
January 30 Wednesday	Last day to withdraw with W grade. Withdrawals after this date result in a grade of WR for written verifiable health, medical, or legal reasons, and W by the professor, division chair, or the dean of faculty. Last day for 40 percent refund of tuition and board due to official withdrawal from college.
February 4	Last day for 20% refund of tuition and fees due to official withdrawal from college.
February 27 Wednesday	Midterm grades due.
March 9–17 Saturday–Sunday	Spring Break (no classes).

March 13	Last day a professor may withdraw a student from a course with a grade of W. After this date the professor may give only a grade of WR when a student presents documentation verifying a medical, legal, or emergency situation.
March 17 Sunday	Residence halls open (1:00 pm).
March 18-22 Monday–Friday	Advising week. Preregistration for Fall 2002.
March 22	Last day to withdraw from the College without penalty
March 29 Friday	Good Friday (no class).
April 11, 12 Thursday, Friday	Spring meeting, Board of Trustees.
April 23 Tuesday	Last day of classes.
April 24 Wednesday	Reading Day.
April 25-30 Thursday–Wednesday	Final exam period. No exams on Sunday
May 4 Saturday	End of spring semester. Commencement.
May 6-15	Faculty Evaluation, Assessment & Planning Days

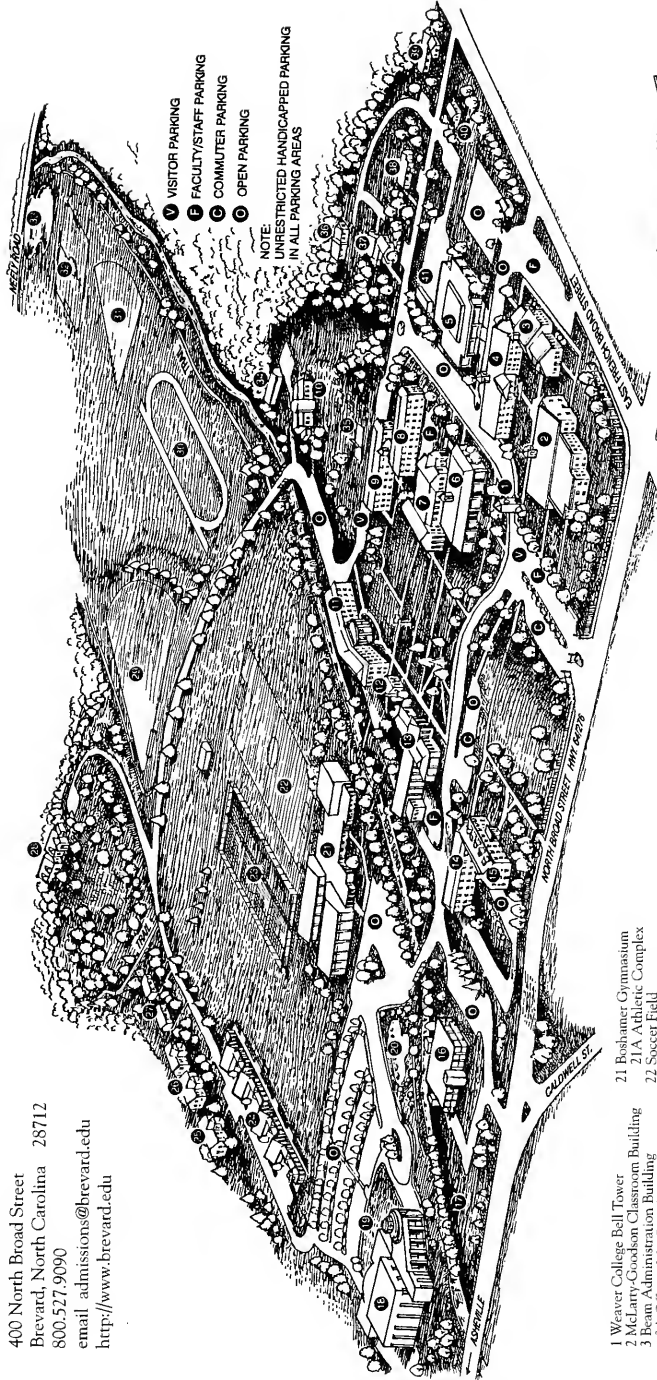
Summer 2002

Creekside Summer Programs may be offered. For specific information on courses contact: Office of Community and Continuing Education or Office for Academic Affairs.



BREVARD COLLEGE

400 North Broad Street
Brevard, North Carolina 28712
800.527.9090
email admissions@brevard.edu
<http://www.brevard.edu>



- V VISITOR PARKING
- F FACULTY/STAFF PARKING
- C COMPUTER PARKING
- O OPEN PARKING

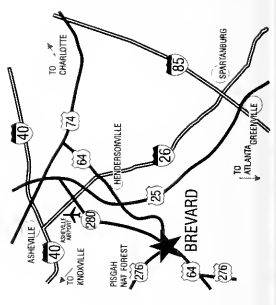
NOTE:
UNRESTRICTED HANDICAPPED PARKING
IN ALL PARKING AREAS

- 1 Weaver College Bell Tower
- 2 McLary-Cockson Classroom Building
- 3 Beam Administration Building
- 3A Office of the President
- 4 Bryan Moore Science Building
- 5 A.G. Myers Dining Hall
- 6 J.A. Jones Library
- 7 Coltrane Commons
- 8 J.A. Office of Public Safety
- 9 West Beam Hall
- 10 Beam Theatre Hall
- 11 Anabel Jones Hall
- 12 Counseling Center
- 13 Dunham Music Center
- 14 Green Hall
- 15 Taylor Hall
- 16 Sims Art Center
- 17 Sculpture Garden
- 18 Paul Porter Center for Performing Arts
- 19 Amphitheater
- 21 Bushman Gymnasium
- 21A Athletic Complex
- 22 Soccer Field
- 23 Tennis Courts
- 24 New Residential Village
- 25 Complex
- 26 Duplexes
- 27 Faculty Housing
- 28 Ross Hall - Wilderness Leadership
- 29 Coon Baseball Field
- 30 Track
- 31 Softball Field
- 32 Soccer Field
- 33 Pond
- 34 Maintenance Complex
- 35 Beach Volleyball
- 36 Ch. W. Wiley House
- 37 President's Home
- 38 Guest House
- 39 Alumni House
- 40 Medical Services

DIRECTIONS

From I-40 (Exit 46) at Asheville, NC, take I-26E to Exit 9 (Asheville Airport). Turn right on Highway #280 to Brevard. Follow #280 for approximately 20 miles. Highway #280 becomes #64. Brevard College is located at 400 North Broad Street (Highway #64W).

From I-85 at Spartanburg, SC, take I-26W to Hendersonville (Exit 18B), then proceed on Highway #64W to Brevard. The Asheville Regional Airport is twenty minutes from campus and the Greenville-Spartanburg Airport is one hour from campus.



KEY OFFICE CONTACTS

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	Student Affairs..... 884.8254 camwest@brevard.edu
	Ticket Office (plays) ... 883.8292 x 8330
	Wilderness Leadership 883.8014

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INDEX

A

Academic Advising 35
 Academic Affairs, Office of 249
 Academic Calendar 262
 Academic Dismissal 201
 Academic Forgiveness Policy 212
 Academic Practicum 145
 Academic Probation 200
 Academic Procedures 203
 Academic Standards 195
 Academic Support Courses 193
 Academic Suspension 201
 Accelerated Programs 213
 Access to Educational Records 207
 Accounting 117
 Accreditations 260
 Achievement Award Scholarships 222
 Adding Courses 203
 Adjunct Faculty 243
 Administration & Staff 249
 Admissions and Financial Aid, Office of 251
 Admission Categories 210
 Advisor 35
 Advising see First Year Forum 35
 Anthropology 117
 Appalachian Center for
 Environmental Solutions 11
 Application Process 10, 209
 Applied Music 170
 Archaeology 118
 Art 120
 Art History 124
 Associate in Arts Degree 109
 Associate in Fine Arts Degree 111
 Associate in Science Degree 113
 Athletic Scholarships 223
 Athletics 27, 126
 Attendance 205
 Auditing 204
 Awards & Honors 39

B

Bachelor of Arts Degrees 44, 47
 Art Major 51, 72
 Emphasis in Allied Arts 72
 Emphasis in Art History
 and Archaeology 96
 Ecology Major 54
 Emphasis in Computer Science 55
 English/Interdisciplinary 51, 82
 Studies Major
 Emphasis in Art 83
 Emphasis in Creative Writing 83
 Emphasis in Environmental 84
 Journalism
 Emphasis in History 84
 Emphasis in Literary Studies 85
 Emphasis in Music 86
 Emphasis in Natural Sciences 86
 Emphasis in Theater Arts 87
 Environmental Studies Major 50, 56
 Emphasis in Archaeology 58
 Exercise Science Major 65
 Emphasis in Exercise Gerontology and Allied Medical Fields 65
 Emphasis in Fitness Leadership 66
 Emphasis in Teaching/Coaching 66
 History Major 94
 Emphasis in Art History and
 Archaeology 96
 Emphasis in Environmental 97
 History
 Emphasis in Modern 97
 American History
 Emphasis in Music History 98
 Emphasis in Southern History 98
 Emphasis in 20th-Century 98
 Europe
 Integrated Studies Major 99
 Emphasis in Pre-Law 102
 Emphasis in Psychology and
 Counseling 102
 Emphasis in Theater 103
 Emphasis in Pre-Medicine 103

Mathematics Major	50, 59	Brevard Scholars Program	221
Emphasis in Computer Science	59	Business	129
Music Major	74		
Emphasis in Church Music	75		
Emphasis in Composition	76		
Emphasis in Conducting	76		
Emphasis in Jazz Studies	76		
Emphasis in Music Education	77		
Emphasis in Performance	77		
Emphasis in Theory/History	78		
Organizational Leadership Major	104		
Emphasis in Small Business	106		
Religion Major	60		
Wilderness Leadership and	68		
Experiential Education Major			
Organizational Leadership			
(Business) Major	172		
Emphasis in Computer			
Information Systems	107		
Emphasis in Management	105		
Emphasis in Small Business	106		
Minors			
Art	78		
Biology	60		
Coaching	66		
Computer Information Systems	107		
Computer Science	60		
Ecology	61		
Environmental Studies	61		
Fitness Leadership	67		
Geology	63		
History	107		
Management and Organizational			
Leadership	107		
Mathematics	63		
Music	79		
Personal Fitness	67		
Pre-Law	103		
Religious Studies	92		
Theater	78		
Winlderness Leadership and			
Experiential Education	69		
Biology	127		
Blackard Lecture in Sacred Music	29		
Blue Ridge Parkway	24		
Board, Fees, and Arrangements	216		
Board of Trustees	257		
Board of Visitors	259		
Bookstore	33		

C

Cafeteria (See Dining Hall)	31
Calendar	262
Campus Contacts	267
Campus Life, Division of	21, 252
Campus Map	266
Campus Security	22, 253
Campus Visits	9
Castle Rock Institute	17
Career Services Center	37
Center for Performing Arts	14
Center for Service Learning	21
Center for Transformational	
Leadership	14
Chaplain	28, 253
Charges	215
Chemistry	129
Children of Ministers, Missionaries ..	224
Chiaroscuro	27
Choral Groups	14
Citizenship Award	40
Clarion	28
Class Attendance	205
Classification of Students	199
Coaches	253
CLEP	213
Coltrane Commons	22
Communications	130
Community and Continuing Education	
.....	249
Commuter Students' Organization	26
Commuter Scholarships	224
Competency	111
Computer Information Systems	131
Computer Labs	36
Computer Science	133
Continuing Education	46
Correspondence Credit	206
Costs	215, 217
Counseling	32, 133
Course Descriptions	117
Course Requirements	196
Courses Taken Elsewhere	205
Cradle of Forestry in America	24
National Historic Site	

Credit By Examination	213, 216
Credit for Experiential Learning	19
Credit Hours for Graduation:	
A.A.	45, 109
A.F.A.	45, 111
A.S.	45, 113
B.A.	44, 47
Creekside	46
Creekside Downs	23
Curriculum	43

D

Damages	219
Dean's List	39
Definition of Satisfactory Progress ..	228
Degrees Offered	47
Demonstration of Competency	196
Dependents of Employees	225
Developmental Courses	36
Dining Hall	31
Diploma Requirements	195
Directed Studies	145, 19
Directed Withdrawal	201
Disabilities	207
Dismissal, Academic	201
Divisions, Academic	225
Dormitories (see Residence Halls)	
Drama (see Theater)	
Dropping Courses	203
Dual Enrollment	213

E

Early Admission	213
Ecology	133
Economics	135
Educational Opportunity Grants	221
Endowment Funds	230
English	136
English Competency Test	196
English as a Second Language	144
Enrollment Fees	213
Ensembles, Music	170
Environmental Solutions,	11
Appalachian Center	
Environmental Studies	146
Environmental Studies,	50, 53

Exceptions to Academic Standards ..	202
Exercise Science	148
Experiential Education	68
Expenses	215
Explanation of Fees	216

F

Faculty	235
Faculty Advisers	203
Faculty Emeriti	246
Family Weekend	29
Federal Financial Aid	226
Federal Pell Grants	226
Federal Perkins Loans	226
Federal PLUS Programs	227
Federal Stafford Student Loans	226
Federal Supplemental Grants	226
Federal Work-Study Programs	226
Fees	215
Fellowship of Christian Athletes	28
Finance, Office of	254
Financial Aid, Office of	227, 251
Financial Aid Appeal Procedures	229
Financial Aid Application	227
Financial Aid Procedures	227
Financial Aid Refund Policy	229
Financial Obligations	219
Fine Arts	51, 71
Fine Arts, Division of	71
First Year Forum	35
Fitness Leadership	66
Food Services	31
Foreign Languages	48
French	151
Freshman Admission	210

G

General Fee	216
German	153
Geology	151
Grade Change Procedure	204
Grade Point Average	195, 199
Grading System	197
Graduation Attendance	197
Graduation, Faculty Approval	197

Graduation Requirements..... 195
 Graduation With Honors 41
 Graphic Design Lab 36
 Great Smoky Mountains National 24
 Park

H

Health 153
 Health Insurance 32
 History 94, 153
 History of the College 7
 Homecoming Weekend 29
 Honor Roll 39
 Honors and Awards 39
 Housing 31
 Humanities, Division of 81

I

Immersion Semester 68
 Immunization Requirement 214
 Incomplete Grade 204
 Independent Study 20, 145
 Infirmary 32, 253
 Internship (see academic practicum) 145
 Institute for Sacred Music 15
 Office of Institutional 255
 Advancement
 Insurance 32
 Integrated Studies 51, 99, 160
 Intensive English Institute (IEI) 144
 Interdisciplinary Studies 82
 International Students 211
 Internships and Practicums 37, 145
 Intramurals 27
 Invitation 9

J

Java the Cart 23
 Jazz 76
 Journalism 161
 Judicial Board 25
 Junior Classification 199

K

Key Office Contacts 267
 King's Creek Books 33

L

Lab Attendance 205
 Labs, Computer 36
 Lab, Graphic Design 36
 Lab, Math 36
 Lab, Music Composition 36
 Late Registration Fee 219
 Leadership, Transformational Center 14
 Learning Enhancement Center 35
 Lectureships 29
 Learning Skills 161
 Library 38
 Loans 223

M

Major Requirements 47, 50
 Majors, Minors, & Emphases 50
 Mathematics 59, 162
 Map 266
 Marshals, Student 41
 Medical Services 21, 32
 Memberships 260
 Methodist Scholarships 224
 Minors 106
 Mission Statement 6
 Moving Mountains 26
 Mountain College Library Network 38
 Music 29, 51, 74, 112, 164
 Music Composition Lab 36

N

NAIA	27
Natural Science	86
Need-Based Grants and Scholarships	223
New Student Advising	35
North Carolina Arboretum	11
Nontraditional Students	211
Normal Progress	199

O

Omicron Delta Kappa	39
Opportunities	19
Organizational Leadership	104, 172
Organizations	25
Origins of the College	7
Outdoor Chapel	24
Outdoor Leadership Certification	52, 115

P

Parking	216
Part-time Faculty	243
Paul Porter Center for Performing Arts	10, 14
Payments	219
Pell Grants	226
Pertelote	28
Phi Theta Kappa	40
Philosophy	176
Philosophy of the College	6
Physical Education	176
Physics	178
Pisgah Forest Institute	12
Pisgah National Forest	24
Placement Center	37
Policy Center on the First Year of College	12
Political Science	179
Porter Center for Performing Arts	111
Practicum	37
Prayer Garden	23
Preprofessional Studies Prelaw	52, 103, 108

President	249
Presidential Awards	40
President's Welcome	1
Probation, Academic	200
Probation, Social	33
Psychology	102, 181
Public Safety	22, 33
Publications	27
Purgason Family Life Lecture	29

Q

R

Reading	183
Readmission	212
Reciprocal Agreements	225
Refund Policy	220
Registrar	250
Registration	203
Registration Fee	219
Religious Organizations	28
Repeating Courses	196
Residence Hall Directors	31
Residential Quad	23
Resident Requirements	195
Restrictions in Length Attendance ..	200
Requirements	43, 195
Room Changes	216
Room Condition Reports	219

S

Sacred Music, Institute for	15
Scholarships	221, 230
Security	22, 33
Service Learning, Center for	21
Senior Classification	199
Social Sciences, Division	93
Sociology	187
Sophomore Classification	200
Spanish	188

Special Activities	11, 29
Special Charges	217
Special Events	29
Special Needs	210
Special Opportunities	19
Special Programs	11, 29
Special Scholarships Programs	224
Sport Financial Aid Program	27, 223
Spring Fest	29
Stamey Hall	21
Student Activities and Organizations	25
Student Advising	35
Student Conduct	33
Student Government Association	24, 216
Student Handbook	33
Student Life	21
Student Loan Fund	226
Student Marshals	41
Student Publications	27
Student Services	31
Students with Special Needs	35, 207
and Disabilities	
Summer Session	219, 220
Suspension, Academic	201

T

Talent Awards	223
Teacher Certification	44
Teacher/Coaching	66
Teams, Intercollegiate	27
Telecommunications Fee	216
Testing	213
Theater Arts	78, 87, 103, 188
Transcripts	207
Transfer Acceptance	210
Transfer Admission	210
Transfer Students	210
Transferring Credit	197, 205
Transformational Leadership	13
Transients	212

Tuition	215
Tuition Reimbursements	220
Trustees, Board of	257
Twister Productions	22

U

Underground	23
-------------------	----

V

Vehicles	216
Veteran's Benefits	224
Visitors, Board of	259
Voice of the Rivers	16
Voluntary Withdrawal	202
Volunteerism (See Service Learning)	21

W

Welcome	1
Grace Creech West Lectureship	28
Wetlands Garden	23
Wilderness Leadership, School for	16
Wilderness Leadership	16, 64, 68, 190
Withdrawal from College	201
Withdrawal from Course	203
Withdrawal Grade	203
Work-Study	223
Writing Center	36

X, Y, Z

NOTES

NOTES



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